

RECREATION

SEP 17 1945

— September 1945 —



Last Saturday

Community Swing

By Phylliss Ashmun

Barracks to Bathhouse

By Bernard Campbell

Education's New Obligations

By G. A. Dowling

The County Comes to an Institute

Vol. XXXIX, No. 6

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A Discovery as Important as the Use of Atomic Energy

MAKING USE of the power of the atom is a great achievement in the physical world. We cannot tell where this may lead.

An equally great discovery of our times is the power there is in recreation in making it possible and easy for all people to live richly, deeply, vitally each day.

For lack of a better word we speak of recreation. We think of all that children, youth, fathers and mothers want to do when they are free to do what they choose, what makes the days and weeks worth while, what gives continuing growth and enduring satisfaction.

From the lowest depths of man's nature comes the cry, "Give us this day our daily life—not tomorrow, next year, or after we are three score and ten."

Therefore, we save the beauty of nature in our parks, help hands to become skilled in making objects of beauty, give opportunity for drama, for rhythm and music, for all sound that is beautiful, encourage the making of gardens, the keeping of pets, the building of playgrounds and parks and athletic fields, the flooding of lots for skating, the setting aside of ocean beaches. Therefore, we try to find ways of making it easy for us all to keep the simplicity, strength, wisdom and the comradeship of little children as we add years. Therefore, we want people as long as they breathe to continue to know the joys of growth and development each day through recreation. True, they who consciously seek happiness for themselves may seldom find it.

Yet in the home and in the neighborhood where there is aliveness to the beauty of the world, to the joy of doing many things together, where there is constant growth through activity together, where the recreation way of life prevails, where each person finds it possible to be the man his inner nature demands, then man is more fully man and so many of the ills of society fall away. The expulsive power of a great constructive force is felt.

Build life strong through recreation and you help to lessen poor physical and mental health, delinquency and crime and much of ill will. But, if instead of thinking of building life itself you start out merely to work consciously for lessening crime and insanity, you are apt to lose out in your objective. That which is lost if sought directly may be had if it is not sought. The blue bird easily flies away.

And this is the law of the world which we the people have discovered for ourselves! — Give us strong, permanently satisfying daily life, give us daily opportunity for growth through activity we ourselves have chosen, help us each day to have freedom to do the things that belong to complete manhood—do this and most other things shall be added unto us.

In the spiritual world the discovery of recreation, of the recreative way of life, is as great a discovery as electricity, as potent as the finding of the power of the atom in the physical realm.

Man cannot live by machinery alone. When men ask for warm human living shall we give them machinery?

In older times common men lived in their dreams. The playing of musical instruments for many was to be in another world.

Now we know that we have it in our power to make the day by day as beautiful and as satisfying as the fulfillment of a dream.

It is in our power—now—under God—through the recreative way of life to develop such living in our homes and our neighborhoods that we all may feel that we live on holy ground, that many shrubs about us are burning bushes, that the land of hearts' desire is not something far off, that we all who share a common beauty are brothers, that we all who have learned to share common activity with little money and little price are part of a very great democracy.

It is everlastingly important to build this way of daily living.

The power of the atom is such that we may have little time for building the greatest of all democracy—democracy in living itself.

HOWARD BRAUCHER

A Discovery as Important as the
Use of Energy
September



Look Magazine Photograph

Where Can a Girl Climb a Tree?

By

WILLIAM T. VANDERLIPP

ALTHOUGH as a technician and planner I do not pretend to any exact knowledge of your art, still I was born and raised in Essex County, New Jersey. Essex County has a very fine park commission, and, as a life-long resident of the county, I am familiar—too familiar, perhaps—with the manner in which they have beautified many an old field, meadow or lake, where as a boy I had much fun. The old places have been made over, have been made beautiful, pretty to look at—so pretty in fact that many of them are hard to identify any longer. This is, perhaps, as it should be. It is the way you “parkers” want it. But for me you have destroyed those wild places where, as a boy, I was wont to roam; and so, while I cannot talk technically of your work, I do want to talk to you for a short time rather feelingly.

Tell me, where in your parks can a girl climb a tree or pick a daisy or a buttercup, or where can a boy roll down a hill in the summer and get his clothes all green with grass, or go sledding in the winter?

“I Remember —”

I knew as a boy the remnants of an estate. I never knew the owner. He was gone and his estate destroyed before I came on the scene, but I have good reasons for remembering it. Mr. Boppe must have been a wealthy man in his day and, in the manner of his kind, he graced his front entrance with large brown stone pillars to hold his iron gates. These posts were about three to four feet square at the base, and perhaps seven to eight feet high, and were ornamented with caps and a large round stone ball on top. There were two of them. When we happened along, the gates were gone but the posts and the hinge brackets were still there to afford venturesome boys (and some girls) a foothold to climb to the top of the pillars, and to sit upon the great stone balls.

To us, Mr. Boppe was a great benefactor. I am sure that for a long time after he was dead his



Print by Gedge Harmon

great stone gate gave pleasure and a spirit of adventure to many in a degree far greater than any joy he could have experienced as owner of the gateway. It was my brother's misfortune to fall from this stone gate and to break his arm. I know that no parking authority would ever leave anything around so that a boy could break his arm!

Such was my faith in the stories of childhood days that I well remember getting up very early one Easter morning to visit the Boppe Estate, looking for a long time among the debris which accumulated under the remaining shrubbery for Easter eggs—lovely, colored eggs—which I understood the rabbit would leave during the night for those early on the spot to find. I remember going home disheartened and empty-handed, only to find the rabbit had left the eggs in a corner of the living room. Tell me, where today can a boy repeat an experience like that?

Also, I remember Branch Brook Lake, now a nice, a very nice park, and I remember that section just beyond it which we called the “Blue Jays,” today a part of Branch Brook Park. As a boy I knew every foot of the area around Branch Brook Lake. I recall very well a hill on the west side. On its top an old woman who kept chickens lived in a decrepit house. I used to clean out the coops occasionally and was rewarded with a quarter and a nice lot of chicken lice, about which my mother always complained. The hill was steep, going right to the shore of the lake. In summer we used to roll down its grassy slopes, and in winter we used it for tobogganing.

Then Came the Planners!

Then along came the Park Commission with its beautifiers and its landscape architects and all that,

and virtually ruined the place. The hill is gone, the outline of the lake is changed, and, while I confess the place is no doubt beautiful, I still look at it with the eyes of a boy and wonder why it was necessary to change it all, and just what children of today do for pleasures which were mine.

When the Park Commission acquired the Branch Brook area, they also purchased the "Blue Jays." This was a delightful piece of woods adjoining on the north, in which we could tramp all day and in season find dogwood, dogtooth violets, jack-in-the-pulpits, and many other lovely things. It was to the "Blue Jays" that I used to go to get dogwood for crotches for my sling shots. I suppose if a boy cut a dogwood today in any of your parks, or even carried a sling shot and the park police discovered it, he would be chased off the grounds.

Mr. Boppe's estate went into building lots and Branch Brook, as I have indicated, was taken over by the Park Commission, and so the places we enjoyed so much have seen laid waste.

The Matter of Grass

Then, there is the matter of your grass. I want to talk to you about the grass. The parks have such beautiful grass. I used to lie down and roll in just such grass and I often wonder what a boy today does for a good grassy patch to play in. I can perhaps illustrate with a little story, or rather a picture which I saw some years ago in a magazine, a picture of a mother rabbit and her brood. You saw a small house with a back porch at ground level, a fence running alongside, mother rabbit standing on the porch with her hands on her hips watching a half dozen bunnies running around playing in the grass, a kindly old neighbor looking over the fence to chat with the mother. The neighbor said, "My, my, those bunnies will kill off all your grass." "But," said the mother, "I am raising bunnies."

So I would wish to remind you that the raising of children is still the prime occupation of mankind, and that only as parks, recreational areas, and grass contribute to that purpose are they useful and, to my mind, pretty. So I would urge you to take all your "keep off the grass" signs and pile them in one place and have a nice fire, as we used to do on election night with barrels and boxes.

Or, if you still think there should be a spot of untrodden grass, put the signs end to end in a circle in the center of the park and inside the circle maintain this spot of beauty for all to see. Inside the circle mount still another sign which says, "This is what grass looks like when it serves no useful purpose."

About Climbing Trees

Now this matter of climbing trees. It seems to me that this is one of the great adventures of a child. A tree with many branches is an alluring thing to a child, and still has its attraction to some grown-ups. (Did you ever look longingly into a good-size tree and wish it might not be deemed unseemly or undignified to climb into it—just for the fun of doing so?) And so I wonder what you have done in your parks for a girl who wants to

climb a tree. I imagine if anyone essayed to attempt this in any of your parks, he or she would promptly be taken in hand by a park officer and requested to do their tree climbing elsewhere. A tree has its hazards, of course. This is what makes it attractive. I can understand that you don't want people climbing trees in your park, but could you not arrange somewhere to plant some soft ash trees—those trees where the

branches grow opposite to each other, the next year's growth coming out at another side—excellent trees for climbing—easy trees to grow and not much loss when they are gone. These would afford a chance for venturesome children to overcome their fear and to develop strength. To climb a tree with leaves is so much more fun than climbing jungle bars.

On Picking Daisies

Say, did you ever pick daisies? Well, I have and could still do so. I like a nice, clean, white daisy. We lived in the city. My mother had two favorite plants—one was a fuchsia, the other was a potted Marguerite, which you will recognize as a cultivated daisy. Well, I liked the scarlet and deep purple of the fuchsia, and I have always liked clean, white, daisies. I wonder what a child does today when he wants to pick a daisy, a wild flower.

(Continued on page 324)

Know Your Places to Play

By RUTH STRODE
Director of Publicity
Bureau of Parks and Public Recreation
Portland, Oregon

PORTLAND, OREGON, is synonymous to thousands of people who have never been west of the Mississippi with the Kaiser shipyards. The people who live in Portland have many another reason for pride in their city—not least among them its plan for providing recreation not only for its own “family” but for the strangers within its gates. Sports, games, drama, music, arts and crafts, dancing—Portland’s Bureau of Parks and Public Recreation can be, in its own field, all things to all men. It has the facilities, the equipment, the leadership, and the sure knowledge that all these things don’t amount to a row of beans unless they are used.

The officials of the park bureau very wisely decided that an up-and-coming publicity policy was a *must*. They are constantly on the lookout for new ways to keep the grass off the path beaten between their projects and the community’s consciousness. In February they teamed up with the Junior Chamber of Commerce in what turned out to be a first-rate idea. A “Know Your Places to Play” campaign was inaugurated on February 18.

The pattern outlined for the week’s campaign was designed to give the public glimpses of the many facets of the city’s public recreation plan and to remind Portlanders that the park program provides a wide enough and varied enough range of sports and recreational fare to appeal to every appetite for wholesome fun and re-

laxation. Newspapers published daily accounts of special programs, sports events, and other activities with editorial comment on the importance of rec-

reation in community life and in the war-way of living. Posters of sports events and tournaments of city-wide scope were displayed in key stores and buildings in every section of the city. Invitations to visit public community buildings and play areas were extended through community newspapers, the PTA, Camp Fire Girls, and school publications, and were voiced many times at meetings of various clubs and civic and social organizations.

Most interesting and valuable were the “live” windows. All kinds of “stunts” were pulled off. Here is a sure-fire attraction for sidewalk audiences. When sound was added to the living and moving pictures, pedestrians just couldn’t resist

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This playground class demonstrated its activities in a “live” window



Education's New Obligations

By G. A. DOWLING

Director

Elizabeth City County Recreation Department
Hampton, Virginia

ELIZABETH City County lies low in that tide-water section of Virginia where once rich and poor, high and low struggled together to bring "a new birth of freedom" from the swamps, the fever-ridden reaches of the wilderness. The small county with its two small cities, Elizabeth City and Hampton, is chock-a-block with history. Travelers from England passed the low-lying peninsula on their way up that estuary of the great river that led them at long last to the dubious haven they called Jamestown. Cornwallis surrendered just north of the county's boundaries. Its earth is water-lapped by Hampton Roads where the first ironclad ships fought their wierd battle as an episode in the fratricide of the Civil War. Today Norfolk and Newport News and Portsmouth, across the waters, are centers of naval activity in this greatest of all wars; and Hampton itself is the sight of the experiment in racial cooperation known as Hampton Institute.

At Hampton, too, it is recorded that Benjamin Symes in 1634 gave "200 acres of ground, the milk and increase from eight cows, to maintain a learned and honest man to operate a free school." Twenty-five years later one Thomas Eaton gave 500 acres of land to support a free school for the education of children born in Elizabeth City County. Thus came into being, during the first half of the seventeenth century, one of the first free schools to be set up in the colonies of America.

Through the years the school thus created perpetuated the memory of the men who founded it. The original school building was destroyed. Rebuilt, it became a part of the whole system of elementary education offered free to all everywhere in the United States. In the course of time, newer and better equipped schools superseded the Symes-Eaton Academy and it was abandoned for public school purposes. But it continued to serve the purposes of Benjamin Symes and Thomas Eaton. It became a community center, a place where lei-

sure time may be used as an opportunity for the greater realization of life and not as a menace to democracy.

When Symes and Eaton, dreaming a century before Jefferson's birth the Jefferson-dream of total education, gave of their wealth to make their vision real there was little leisure problem. There was, indeed, little leisure—none that could not be taken care of in family or neighborhood gatherings at home or church or court or market place. "Getting and spending" was a full-time job for the whole family. But as work hours became less

exacting, as idle hands became a more frequent temptation to Satan's ingenuity, it was increasingly apparent that leisure was potentially as full of evil as of good works; that people needed training in its intelligent use. This training in time was recognized as a challenge to schools, to recreation centers, to parks and playgrounds and

libraries and homes—in short to the whole community working together for all the people of the community.

Recreation, like education, has come to be recognized as part of the development of the whole person. To that end the Elizabeth City County Recreation Department was established in June 1944, under the supervision of the Superintendent of Schools of the county.

The program worked out under his leadership is already, in its fledgling state, showing results. It is a community-wide program for young people and adults alike. Its emphasis is upon athletics. Softball, horseshoe pitching, tennis mark the summer; touchball and football the autumn; basketball the winter months. There are teams for boys and girls and adults. After-school play centers and indoor recreation centers, teen-age centers and USO clubs for industrial workers augment the outdoor activities. A parents' neighborhood council has been developed at each playground. Its job

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Neighborhoods of Tomorrow

By MEL SCOTT

Executive Director, Citizens' Planning Council
San Jose, California

THE FIRST THING that visitors saw upon entering the recent "Neighborhood of Tomorrow" Exhibition of the Citizens' Planning Council of San Jose, California, was a dream in miniature—a residential community for 1,500 families developed around a central open area of 41 acres in which 25 acres were set aside for active sports.

"That would be swell," said a high school student who came to see the exhibition.

"It would certainly be a grand place to live," exclaimed some of their elders.

"Impractical—visionary," scoffed a few.

The Citizens' Planning Council anticipated that there would be a minority who would condemn this model neighborhood as just too good ever to be realized.

Throughout the "Neighborhoods of Tomorrow" show appeared photographs of developments in which the physical amenities, including playfields and fine recreation equipment, have been provided; and at the very end of the exhibition there was a display of popular magazines that have recently published articles on playgrounds, community centers, schools designed for community use, shopping centers with social-commercial features and other facilities that make a neighborhood a good place in which to live.

"Where could you create a neighborhood like this?" San Joseans asked as they studied the model of the "Neighborhoods of Tomorrow," noting how it would be possible for children to go from any home in the area to nursery schools, the elementary school, the churches and neighborhood club houses, the park, and to the shopping center without crossing a single dangerous thoroughfare.

Other sections of the exhibition provided the answer to this question. A large map of the city showed in relief the blocks in which forty per cent or more of the dwellings are sub-standard, while panels of a circulating exhibition from the Museum of Modern Art in New York City entitled "Know Your Neighborhood" suggested that well-planned

neighborhoods with good housing and ample play space can replace old, run-down sections of the present-day city. Another map, based on studies by the San Jose City Planning Commission, showed undeveloped areas inside the city limits for residential districts like that presented in the model can be created.

The recreation section of the exhibition, like all other sections, was developed around a panel from the Museum of Modern Art exhibition. This panel proclaimed that "a good neighborhood has a park." Beside it was a superb photograph by Brett Weston of children playing on various types of recreation apparatus, and on an adjoining wall was another large map of San Jose, showing sites of three neighborhood parks that will be developed after the war at a total cost of approximately \$200,000. One site is 9 acres, one is 15, and the third is 26 acres.

The Citizens' Planning Council of San Jose, California, is "on its toes," looking ahead with intelligent hope toward a better community for all the citizens of the town. A part of their plan is education, and to this end they set up a "dream in miniature" so that everyone — like Chicken Little — could see with his eyes their neighborhood of tomorrow

The section of the exhibition devoted to community centers featured a model of the beautiful community center in Palo Alto. San Jose has no centers at present, although it does have four modern junior high schools which, with the addition of certain facilities, could become recreation centers. Here again was a panel from the Museum of Modern Art exhibition, pointing out that "a good neighborhood has a community center." Photographs and a plan of the Palo Alto center completed the display.

"Tomorrow" Is Already Here

The thinking of the Citizens' Planning Council that went into the making of this exhibition is described in a printed brochure which was distributed to all visitors at the exhibition. This brochure read in part:

"In many communities in the United States, and Latin America, the type of neighborhood presented by the Citizens Planning Council of Greater San Jose as the "Neighborhoods of Tomorrow" already

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Choral Art: Democracy in Music

By ROBERT SHAW

THE HAPPY FACT is that group singing—the choral art—has more to offer to the enrichment of community life in America than any of its compatriot recreational or art activities; and the sad fact is that, with a few notable exceptions, it has been the exercise of a limited few who happened to belong to the same school, church, or social order. For one of the great potentials of a working democracy, choral singing has received rather lonesome treatment.

One man paints a picture. Fifteen people are enough for a "little theatre." Two dozen men with muscles can handle both sides of almost any sport situation, and thirty to fifty can do a job on the "Poet and Peasant Overture." But one hundred fifty or fifteen hundred people with fallen arches and ten thumbs can make like a chorus—and can do it in terms of the Brahms "Requiem" or "The Night Is Young and You're So Beautiful," or anything in between.

There really is no reason why the choral art should be so slow. Almost everyone likes to sing; almost everybody can handle a series of recognizable pitches. And while any conductor is happy to have a "trained" voice or two in his chorus, and will make welcoming noises at a "musician"—someone who can read—there still are a lot of good choruses built of men and women whose only studio is the bathroom shower. This is the first unique attribute of the choral art: it requires only the sincere desire to sing. No years at the conservatory; no tediously acquired coordinations. They won't hurt, but you can get along without them.

The second unique feature of choral singing is that absolutely none of the world's great choral art is impossible of performance by amateur singers. Amateur orchestras are extending their repertoire tremendously, but virtuoso symphonic performance will rest with professional instrumentalists, and major works will wait their attention. That is not true of choral singing. You do not have to begin with the C-Major scale or "The Happy Farmer." There are Schubert masses, Bach chorales, American folk songs, madrigals, and rounds—as beautiful as they are simple. And even the most difficult works will succumb to desire and determination to sing.

In the third place—and this seems to me the most important factor—

choral singing is uniquely the *democratic* art. It is not simply that choral art is a group art in which many may participate (though any group art is destined to grow in importance in our time and place); what I have in mind is what singing together does to the attitudes and understanding of the people who participate. It's both motive and result: you like the fellow next to you, and you know that together you can make something a lot more beautiful than either of you could manage by himself. Everybody has a part here. I mean artistically, not merely by the addition of sound. The successful chorus is one in which each person carries the interpretative responsibility. Everybody creates. And the creation of beauty at this point depends upon mutual respect and understanding. If you have enough good will—for the composer and his music, for each other as sensitive human beings, and for your audience as more of the same—you have good performance.

Add to this the fact that song means for the most part not only notes but a common native language. That common language means a community of thought and feeling, and that the whole structure winds up in a declaration of mutual dependence.

Not Enough

It's really pretty silly. We fill our public schools full of glee clubs and choirs, and at graduation we say, "That's nice. Fun, wasn't it? . . . Now, if you want any more music, you go home and catch the Fred Waring Glee Club on the radio." Only that cant isn't enough for most of us. Twisting a dial is pretty small change for anyone who has known the real thing. And it's a tragedy for a town or city to be full of dial-twisters.

I don't see how there can be any question but that the chorus—a big chorus—belongs right in the heart of community life, licking all sorts of social and economic problems—race, labor, delinquency; building understanding, respect, and a lot of happiness.

I can think of four or five things that would characterize the program of a successful commu-

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Recreation for Older People

SOME TIME AGO the Benjamin Rose Institute, which administers funds for the benefit of needy, aged persons, became interested in the problem of recreation for the aged. By direct contact with its beneficiaries the Institute had an excellent opportunity to appraise a fair number of individual

situations. Its findings were revealing. In many instances even among its own pensioners, who are relatively fortunate as needy old people due to the exceptionally high quality of the Institute's assistance program, it was found that opportunities for appropriate, satisfying recreation and social contacts were sadly lacking.

As a result of these observations, an experimental club of aged persons was operated for a year. Following this, an experimental program was conducted at the Goodrich Social Settlement for another group, many of whose members consisted of Townsend followers. The benefits derived by these groups of needy old people, both physically and mentally, seemed so marked that a more extended experimental program was mapped out.

The plan involved employment of a leader or director who had had long and rich experience in public welfare work, an unusual understanding of the problems of needy, aged people, and marked skill in working with them. His assignment was to develop recreational and social clubs for persons whose main source of support was public old age assistance



The boys still like their marbles!

Courtesy Mesa, Arizona, Parks and Playgrounds

or aid from private philanthropy. These clubs were to be located in social settlements, churches, and other suitable places. The leader was to have office quarters at the Benjamin Rose Institute and work under its direct supervision. A sponsoring group, known as the Advisory Committee on Recreation for the Aged, was organized to give guidance and counsel in the development of the program. This committee is representative of the Benjamin Rose Institute, the Welfare Federation, the Jewish Welfare Federation, School of Applied Social Sciences, Group Work Council of the Welfare Federation, and homes for the aged.

A budget of \$3,500 for the year beginning September 1, 1941 was set up and financed by grants from the Benjamin Rose Institute, the Cleveland Foundation, the Thomas H. White Fund, the two Welfare Federations, and the Church of the Covenant.

The Advisory Committee pointed out that for many aged, indigent persons who were recipients of public assistance or private philanthropic aid and who were past the age of productive employment "there is no work and no

"Organized recreation is usually thought of in terms of children and youth," states a pamphlet issued in January 1945, by the Cleveland Foundation, "less frequently in terms of grown persons, and seldom in connection with the aged. Also, recreational needs of adults under the stress of war are given more attention in public and private programs. But how generally is any attention given to recreational needs of thousands of aged men and women either during war or in more normal times?"

The pamphlet tells of the experiment carried on by the Benjamin Rose Institute in providing recreation and social contacts for its beneficiaries. Here are a few of the facts.

future. Bare subsistence, bringing with it deprivation, physically, emotionally and socially, results in disintegration of character and demoralization." All too frequently it appeared that loneliness, forced idleness and lack of any adequate opportunities for social contacts or normal and satisfying recreation activities form the lot of these needy old men and women.

From the modest beginning made in 1941 there are now fifteen clubs with a total membership of over 700 men and women. These clubs are located in settlement houses, public housing estates, and churches. One is housed in the County Receiving Home on Franklin Avenue and is made up of ambulatory patients from the County Nursing Home as well as people of the neighborhood. Club members represent different races, different nationalities, different cultural levels. A notable feature of the progress has been the training and use of a number of splendid volunteers as leaders for the clubs. These individuals are giving devoted and valuable services under the supervision of the director of the project. The program has grown to such proportions that one person cannot plan the club programs and in addition personally conduct all of the club meetings. A wide variety of activities is carried on in the clubs appropriate to the interests and capacities of these elderly people, many of whom are well beyond the allotted span of three score years and ten.

Comments made in the July, 1944, progress report of the Advisory Committee are most worthy of quotation.

"Other cities are becoming acutely aware of the growing problem created by the increasing number of older people and are watching Cleveland with interest. Mr. Schulze, director of the program, spoke recently to a large group at the National Conference of Social Work held in Cleveland. Questions raised by persons from California to Maine showed their common concern and interest, but apparently only Cleveland has a broad community program which is gaining national recognition.

"The first hurdles have been overcome. Techniques have been developed and older men and women who came together as strangers have grown into closely knit groups. They develop friendships, which help replace lost friends and family. The weekly meetings offer something to look forward to, new ideas to think about, and fun to be remembered.

Here are some extracts from an article by John J. Griffin, Supervisor, Bureau of Old Age Assistance, Board of Public Welfare, Somerville, Massachusetts, in the December 1944 issue of *Public Welfare*. After discussing the desirability of providing recreation for the aged in public and private institutions, and in commercial nursing homes and hospitals for the chronically ill, Mr. Griffin takes up a problem of special interest to the recreation worker: "What of public recreation in organized groups for the aged?"

The participants have become more alert, less complaining and in better health as they find that old age can bring satisfactions. Certainly these club members are better citizens than the disgruntled oldster without such satisfactions. The next hurdle we face is to gain a place in the established social welfare program of the community. At present the immediate urgency and dramatic appeal of juvenile delinquency and the problem of the working mother have overshadowed the less dramatic appeal of older people, which however must not be lost sight of in long time planning."

The Distribution Committee is interested, at all times, in intelligently conceived and sincerely conducted experimental programs which promise beneficial results for the community and its inhabitants. It is glad that it has been able to furnish a substantial part of the money required for the program which has been here briefly described. Grants have been made from the Cornelia W. Beardslee, the Jacob Hirtenstein, the George and Sarah McGuire and the Edward Loder Whittemore funds since 1941 totaling \$3,250.

Finally, there is the problem of public recreation in organized groups for the aged. Is it possible? Is it feasible? We will not pretend to answer these questions dogmatically or unconditionally. We are convinced that they merit study, discussion, and experiment. . . . However, we would like to sponsor municipal recreation centers for the aged. We favor well-planned buildings equipped with comfortable lounging foyers, game rooms, reading rooms fully supplied with books, magazines and newspapers (local and foreign), lecture halls, hobby rooms, parlors with radios and victrolas, and all else that would conduce towards wholesome recreation for the aged. With the incidence of old age progressing almost geometrically to the growth of the general population, it seems to us that such facilities would represent a wise investment. Such centers, in the hands of competent, trained workers, could do much to salvage the present appalling human wreckage among the aged. . . .

vage the present appalling human wreckage among the aged. . . .

Public recreation of the type we conceive would operate in intimate harmony with public welfare officers, librarians, social agencies, clergymen, relatives, professional and business interests. With suitable facilities

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Teen Fashions

By VIRGINIA BAILEY
Columbus, Georgia

TO THE LIVELY music of the Teen Tavern Tooters, sometimes 'sweet,' often 'hot,' the

Teen Tavern Fashion Show's private showing Monday night got underway. And from that beginning until the last strains of *St. Louis Blues* were lost in the cheers of the audience, it was a tremendous success.

"It was a teen age show—a teen age American show. Noisy, gay, bubbling with youth and talent and fun. It was good."

The above quotations are from the local press, following the initial presentation of the Teen Tavern Fashion Show last January 22nd. The success of the private showing was followed by a capacity audience the next night, and the show achieved wide publicity through newspapers over the state and all over the country. It was described via radio, presented in newsreels, and caught up by the Associated Press.

And not only did it bring a glow of justifiable pride to our city Recreation Department, which sponsored the organization of Teen Tavern and has continuously aided in its development, but gave our budding young designer a good send-off along the road to success in his chosen profession.

The show featured styles for teen-age girls. The costumes were designed and the patterns were cut by seventeen-year-old Harry Phillips, himself a member of Teen Tavern. The styles showed a feeling for modern fashion trends, with original treatments that were often strikingly good. They included all types of clothes from lingerie to eve-

ning gowns. Designs were executed by the mothers of the models.

The saga of the idea's evolution from a casual conversation is remarkable and of the "once-in-a-million" variety. But to present a clear picture, it is necessary to digress a bit on the establishment of Teen Tavern itself as a permanent institution.

This youth center was opened in June of 1944 for the purpose of providing a desirable play program for students of the two local high schools. Interest of public-spirited citizens was secured, and a local corporation donated a building.

A part of an old cotton mill long since moved to another section of town was remodeled and equipped with funds donated by civic clubs, business and industrial groups, and individuals. An architect gave his services in planning the rejuvenation of the place; one of the largest lumber companies underwrote the necessary repairs; paving concerns paved the walk and built two outdoor shuffleboard courts.

A Junior Council, composed of eight members each from the two high schools and four from the junior high school, was elected. Membership was

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Barracks to Bathhouse

IN MARCH of 1944 South Portland, Maine, was looking around for a superintendent of recreation. For the first time the city had allocated funds for paid recreation leadership. Ten months later the Recreation and Parks Department issued a progress report, evidence in statistics of what had been accomplished. Four playgrounds, a six-team industrial softball league, playground baseball and grammar school football leagues, three basketball leagues, boys' and girls' clubs, a community center, a skating program, development of park facilities, told a story of mighty efforts and notable results.

Perhaps one of the most interesting achievements of the ten months was the use of barracks buildings once used by the Federal government. The buildings had been part of Cushing Village, a Federal Housing Project. Two of the buildings—barracks measuring 200' x 30'—had never been occupied. The peak load at Portland shipyards had already been reached in the spring of 1944, so it seemed reasonable to suppose that those buildings never would be needed. It seemed like a good idea to get hold of the buildings and put them to work for the city, especially since the city

By **BERNARD CAMPBELL**
Superintendent
Recreation and Parks Department
South Portland, Maine

needed very badly a bathhouse for its Willard Beach, long neglected but with obvious possibilities.

The buildings were under the control of the U. S. Maritime Commission and relations between the Commission and the city were cordial. That, of course, helped. The Commission's Chief Engineer in South Portland agreed to the transfer and consulted the proper authorities in Washington. From a past transaction involving the use of a ferry landing the Commission owed the city \$2,000. The City Council was willing to accept the buildings instead of the cash and the deal was on. The buildings were well made and well equipped. The floors were hardwood throughout. Plumbing and heating facilities were excellent and included showers and drinking fountains. Plans for the use of the barracks were already set up.

Willard Beach was a natural crescent about a quarter mile long. From its fine sand one could look out over the harbor and a group of islands lovely against the horizon. To this spot one of the newly acquired buildings was moved. It was broken down into four sections for the moving process.

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Have you taken a look around your city recently? Perhaps there's an empty building right around the corner that could be used for recreation. Don't let it escape you!

Meet You at the Rink!

By PATRICK A. TORK

IF YOU WANT to "activate the positive" it's a good idea to get out the old roller skates and trek to the nearest skating rink for a spot of good hard exercise! It's downright stylish these days to meet the gang at the rink. What's more it's downright fun. It's fine exercise and there's a lot more to skating than standing up on eight little wheels and rolling down hill!

There are lots of real rinks dotted around the United States. But there are also plenty of towns that don't have even one rink. Well—here's the story of how one community found a way for its youngsters to skate. In Fairmount, West Virginia, it happened like this.

A Gym Floor

The Superintendent of Public Playgrounds and Recreation out there in Fairmount had his eye out for activities that would appeal to boys and girls of his community. He noticed the increasing vogue for organized roller skating. So—since he was also Director of Physical Education and Athletics at a Junior High School, he began to prospect around for the possibilities of using the gym for skating. He went to see the principal of the school and explained his ideas. The principal wanted to cooperate but gym floors are gym floors—more precious than rubies these days—and the principal was skeptical. Would the skates ruin the floor? Well, there was only one way to answer that question satisfactorily. Try them out in a small way. The principal agreed to the testing.

An after-lunch skating party was arranged one day for about seventy-five boys and girls from the school. They brought their steel skates along, buckled them on, and had a high old time till the bell called them back to classes. After three or four of these try-outs it was obvious that the principal was right. The gym floor was beginning to show the ill effects of rough usage. It looked as if a gym skating rink was out unless some way could be found to get around using steel skates.

Commercial rink managers were appealed to for advice.

They said the answer was fibre-wheeled skates. These skates were practical and they did no harm—not even to the finest floors. Fifteen pair of professional rink skates were bought forthwith for the school. Their cost was \$3.00 a pair—of which more anon and in its proper place.

A First Reaction

Enthusiasm for skating ate up the school like prairie fire. The principal, all the teachers, even an assistant superintendent of schools bought skates and went (some of them) whirling and gliding about the gym floor at weekly skating parties. Of course, there were some who neither whirled nor glided, just sat down with a dull thud! But it wasn't long before even the novices were giving a good imitation of "floating through the air with the greatest of ease."

A School Program

But what about the youngsters? After all, this started out to be a program for boys and girls. Well, they were right in there skating from the very first. Students from the grades and Junior High asked to be allowed to skate during lunch period. Two skating sections were organized—one for grade schoolers, one for Junior High students. Every other day one group or the other held undisputed sway for thirty minutes. Boys and girls from the upper age groups took over responsibility for running both periods. They distributed and collected skates. They kept records of the skaters so that a few enthusiasts wouldn't monopolize the "rink" all the time. They cared for the skates and saw that safety regulations were observed.

Nor was this the only chance the students had for plain and fancy skating. Clubs, classes, special groups found the gym open in the afternoon after school for thirty and forty minute periods under the supervision of a teacher. From 7:30 to 9:00 each evening skating parties, chaperoned by faculty members, had a lot of good,

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When Patrick Tork, now the Assistant Professor of Physical Education at the University of West Virginia, was Superintendent of Public Playgrounds and Recreation at Fairmount, West Virginia, he determined that the boys and girls of the city should have the fun of roller skating. But where? How Mr. Tork answered this question is told here.

The County Comes to an Institute

TRAVIS COUNTY, TEXAS, looks to Austin for the things of the city. Among the services that Austin provides the county is advice in matters of recreation. The county has a Rural Youth Counselor, and in February of 1945 she met with the staff members of Austin's Recreation Department to consider her work in relation to recreation in the county. The group held a series of discussions. From them two facts emerged clearly:

Developing and conducting recreation programs was only one function of the Rural Youth Counselor, but almost all her other duties touched closely upon recreation.

Her greatest handicap in recreation activities was the lack of trained volunteer leaders.

The Need for Volunteer Training

There were plenty of organizations in the area. Home Demonstration clubs and 4-H clubs, Future Homemakers, Scout troops, churches and schools, community councils and youth councils, could provide volunteer leaders. But if their leadership were to have any value these volunteers had to be trained. All this was obvious to the naked eye. The problem was how to reach these potential leaders. It did not seem wise to try to take an institute to the county. Twenty-four communities were involved and neither the Youth Counselor nor recreation leaders in Austin could fit so many institutes into already full schedules. The solution seemed to be to hold a day-long institute in the city.

Austin is the trading center for Travis County. County people, there as elsewhere, come "to town" on Saturdays for business and shopping that cannot be done in their own communities. The Recreation Department offered its facilities and staff for a Saturday institute. April 7 was ultimately selected as the date.

Preliminary Plans

In Austin, the Chamber of Commerce, through its agricultural committee, had been conducting community night programs in the rural areas for many years. The members of the committee knew the people and

Austin, Texas, has ideas about recreation. In the August issue of RECREATION we told the story of their realistic approach to a community-wide drama program in the future. Here is the tale of how the Recreation Department, the Chamber of Commerce, and the Rural Youth Counselor combined forces to provide recreation training for volunteer leaders in the many rural areas that make up Travis County.

the people's interests. It seemed the part of wisdom to enlist the committee's aid in promoting the idea and advertising the proposed institute. The Chamber of Commerce was eager to work with the Rural Youth Counselor and the Recreation Department on matters of publicity and on other details, and offered to provide a free lunch—barbecue style—to everybody who registered for the institute.

In each community key people were interviewed with reference to the probable reaction of their neighbors to leadership training. The enthusiasm and the assurance of community support that came from these leading citizens sent the interviewers home eager to begin actual work on plans and program.

Organization

Planning the Agenda. During March the Rural Youth Counselor visited in each community all clubs and organizations. She told them about the proposed institute, asked them for their ideas about specific needs and wants. All these suggestions were put together and studied by the committee in charge of plans. Out of the compilation came the over-all agenda for the day. What the communities wanted was training in social recreation leadership, club leadership and organization, community music, and games for family, church, and school.

Publicity. The task of publicizing the institute also was started in March. Word-of-mouth advertising was first on the list. A week before the scheduled date a letter was sent to presidents of Home Demonstration clubs and P.T.A. groups, to teachers and principals of all county schools, and to community leaders suggested by the Rural Youth Counselor and the Chamber of Commerce. Enclosed with the letter were bulletins giving details of the program, and copies of these were posted in schools, churches,

and stores in each community. The Austin paper carried an article about the institute on the Sunday and again on the Friday preceding its opening and during the whole week

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Let's Play Together

By JAMES H. GROOMS
Superintendent of Recreation
Radburn, New Jersey

MOST COMMUNITIES in the United States are recreation-minded. Each year more and more cities and towns are added to the roster of places which have local recreation programs that satisfy their own needs. This is as it should be. But there are few places that have taken the next step. Few have begun to think in terms of *inter-community* recreation.

Inter-community competition is an old story by now. Playground teams vie with one another in various sports. Play days with community pitted against community are matters of history. But we need in ever-mounting numbers occasions designed to bring together community and community for the fun and the satisfaction of playing together.

Inter-community play days can be rich experiences for participants and for organizers. There are—there must be—play days and play days. Each is as individual as the towns that give them form. It would be inadvisable even if it were possible to make a single blueprint and title it "*The Ideal Play Day.*" Reviewing twenty years' experience with many different play day plans, however, brings to mind certain pitfalls that should be avoided. If some of these errors seem so obviously mistakes that they need not be mentioned, the excuse for including them is that they are errors which have been made, individually and

collectively, not once but many times. Avoid these things:

Lack of organization in program planning

Pitting one community against another

Failure to guard participants against over-fatigue or strain

Planning activities that are unsuitable for boys or for girls or for age-groups participating

Planning activities for the boys only, forgetting that the girls, too, should have a part

Ignoring the planning committee

Using the occasion as a money-raising scheme

Using the best athletes for all the activities to the exclusion of the good, the medium good, or the downright poor

Allowing intolerance to influence participation

Restricting the day's activities to one event



A Plan That Worked

Needless to say, avoiding these errors does not, *ipso facto*, insure a good play day. Success or failure will depend upon many things, notably upon care in making initial plans and enthusiastic cooperation in carrying them out. Here is one plan which has worked successfully on three different occasions and in three separate areas. In 1944 it was used for a play day involving eight New Jersey communities.

Organization

Ridgewood acted as host for the festivities. The director of recreation there invited recreation leaders from several nearby communities to a first inter-community play day meeting. Here the underlying ideas and objectives of the undertaking were discussed. The skeletal framework of the plan of organization was arrived at in this meeting. It looked something like this:

Objectives Aimed At: To develop and spread the inter-community recreation spirit; to provide opportunities for the children of various communities to participate in cooperative activities; to have fun.

Communities to Be Invited:

Fair Lawn, Glen Rock, Oradell, Wyckoff, Hohokus, Midland Park, Radburn, Ridgewood.

Grade and Age Groups to Be Invited: Girls and boys of the third, fourth, fifth, and sixth grades as of June 1944.

Date and Hours: August 2 from 10 A.M. to 4 P.M.

Activities and Rotating Contests: Songfest, softball games for boys and girls, swimming, thirty-yard dash, back to back relay, softball throwing contest, potato race relay, posture relay, broad jump re-

The author of this article has had twenty-one years of experience as supervisor of physical education, athletics, and recreation. During those years he has taken part in many play days. Of the one at Ridgewood he says, "It was like a twenty year dream come true."

lay, dodge ball contest, wand relay.

In addition at this first meeting, the group found out what equipment was available at Ridgewood, the inviting community. They discussed what adult leadership would be available

from each community, what methods of scoring would be used, what safety measures should be invoked, what would be done about refreshments, and what kinds of problems might be expected to come up during the day's activities. Before adjournment the date for a second and last organization meeting was set.

This second meeting was held two weeks later.

To it came all the directors and all the assistants

who would help make the play day a success. The organization chairman had ready copies of the whole program. Each item on the program was discussed in careful detail. The facilities and personnel of each participating community were evaluated and committees allocated accordingly. Each person present assumed the responsibility of interpreting the whole plan to his community. Ridgewood, as host, agreed to Mark the playfield for the various activities

Gather equip-

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RECREATION

Three little maids from school and a softball



Substance of Things Hoped For

By

JEAN and JESS OGDEN

Extension Division
University of Virginia

IN THE RINER community in Montgomery County, Virginia, a beautiful log cabin with stone chimney and green roof meets the eye of anyone about to enter the school grounds. Its purpose is to give to a scattered rural community a recreation and social center.

"You don't know," said one of the high school seniors, "what a warm feeling it gives you to pass by when school is closed and to know that under that green roof is *our* cabin."

The entire community seems to share this sentiment, but this particular senior class has a special right to the feeling. In September, 1939, these seniors came for their freshman year to a beautiful new \$85,000 school plant, replacing the inadequate and haphazardous old frame building that had previously been the school home. The new building represented five years of untiring effort on the part of pupils, patrons, and school board members. Perhaps it was this untiring participation that made them realize their work was not yet done. They had the building, but they still had the problem of knowing how to make it of the greatest possible value to the community. It was to this end that a survey was undertaken during the school year 1939-40.

The survey showed that one of the urgent needs of the community was a program of adequate recreation facilities for both young people and adults, fewer than 50 per cent of whom participated in any kind of constructive use of leisure.

This need was faced with dismay by the freshman class. One section of them—about thirty-five youngsters—under the guidance of their home-



Courtesy National Cash Register Co.

High school freshmen of the Riner community put their algebra to an acid test by figuring needed materials for a chimney like this one

room teacher tabulated the replies to the questions on recreation. The teacher saw in their interest and in the material itself a program for their work in mathematics, English, and social studies which he taught them. To hear these children, now seniors, tell the story convinces one of the soundness of this type of education.

"I never could understand ratios until we started figuring the cement and sand for our chimney," says one.

"I discovered that year what is to be my life's vocation," says another. She learned to use precision instruments and to make plans carefully drawn to scale. She will be an architectural engineer—and, we prophesy, a good one.

But we are ahead of the story. The dismay of these thirteen-and-fourteen-year-old youngsters resulted from the fact that so many of the questionnaires reported pool rooms and similar places as the only available recreation facilities. Their teacher

suggested that they might do something to remedy the situation if they wished. He even hinted at a building which might serve as a recreation center. It seemed preposterous. But, under his spell, they began to plan.

"It kinda seems," one of them now says, "as if he could look into the future. He knew better than we did what we could do."

Figuring Ways and Means

They drew plans. They figured costs. They considered ways of making the plans reality and the money more than figures on paper. During the year they knew they could raise money at parties and entertainments, but they needed some immediate cash. They decided to sell \$.50 and \$1.00 bonds to be repaid with interest at the end of the school year. This necessitated careful study of bonds and interest. It was all new to them, they say, for "we are just corn-fed, country children" who had never heard of bonds. But they learned; and, they maintain, they knew all about Victory Bonds when they came along later.

They also decided to try to sell memberships in the proposed Recreation Association. Their plan called for \$.50 for a student membership for one year, \$8.00 for an adult membership for five years, and \$10.00 or more for a life membership. They designed and printed 500 membership cards with a picture of the dreamed-of cabin in one corner. They actually sold about 250 of these. It took real salesmanship, they say. That's where their English came in. They made up their speeches and practiced on each other. They went out into the community and tried the speeches. Then they revised on the basis of experience. Later, thank-you letters and reports gave them ample opportunity to practice their written English. The letters had to be right because they were going to real people. The reports had to be accurate because they were concerned with dollars and cents with whose spending others had entrusted them.

History teaching was also provided for by this project. The proposed association must have a constitution. That of the United States furnished the model, for their association, though not composed of states, would be composed of a number of community organizations. Representation for each must be provided. Also responsibility must be

They needed a recreation center; they made up their minds they would have one, and through their own efforts they secured it! The story of how it was done, told in the November first issue of the bulletin published by the Extension Division of the University of Virginia, is reprinted in RECREATION by permission.

fixed. Eventually a fine constitution emerged, complete with preamble and by-laws.

A Halloween party had heretofore been the best annual money-making event in the school. For two reasons this freshman class departed from custom. In the first place, their plans began to take shape a little too late for Halloween. In the second place, their history class was interested in Colonial times and customs. Washington's birthday offered a good opportunity to combine history and money making.

By February, there was some money in the treasury. This was carefully invested to make more, though donations for the party were also cheerfully accepted. About 500 people from the community came to the party, paid admission at the door, saw a pageant of Colonial America, took part in a Colonial costume parade with prizes for the best costumes, went into the side shows, movies, boxing, beauty contests, and similar activities that

one associates with country fairs. History was learned, the money rolled in, and the community had some of the recreation it seemed to need. In all, the class had raised about \$750 that year.

Construction Begins

In the meantime actual work on the cabin had gone forward. Two citizens who owned woodlots donated logs. The freshmen took to the woods with saws and axes. Snow and cold deterred neither boys nor girls. Others dug the trench for the chimney which would provide for the huge fireplace at one end of the cabin.

"Eight by four, that chimney is. I'll never forget," says one trench digger.

Citizens had donated necessary building materials. One merchant gave \$50.00 worth of supplies in return for a life membership for himself and his wife.

When the blueprints were complete, the logs hauled in, the foundation laid, and the beautiful stone chimney constructed (a mason had been hired for this job), an old-fashioned log-raising was held. The ladies provided a bountiful dinner. The men and boys placed the logs in position on the foundation. The cabin began to be a solid fact though much work still remained to be done. With the help of the agriculture teacher and his students the work went forward.

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Boys and Girls Together

By ARCH R. FLANNERY

Director of Recreation
Battle Creek, Michigan

SEVEN A. M. The place had been peacefully asleep a minute ago. Now it was in a turmoil. A hundred and twenty-five boys and girls from seven to fourteen years old dashed for toothbrush and wash basin. They were a confusion of arms and legs, with sound effects! Thirty minutes later order would return. Thirty minutes later 125 voices would be stilled by the one completely effective method—food. A new day was beginning at St. Mary's Lake Camp.

The camp, four miles north of Battle Creek, is unusual to say the least. It was built by the W. K. Kellogg Foundation several years ago to be used as a year-round center where young people would be given training in health building. When the United States entered the war, the government took over the grounds and facilities as a temporary training base for the Coast Guard. Eventually the Coast Guard moved out and the camp site was returned to the Foundation.

This is really the beginning of our tale. For at this point a group of interested people of Calhoun County stepped in and leased the property (on a three year lease at a dollar a year) from the Foundation. The group then set about developing a camp to be sponsored by the community for all Calhoun County boys and girls between the ages of seven and fourteen regardless of race, creed, or color.

Plans for the summer were put in motion at once. The Foundation assisted financially in the payment of some salaries. The remainder of the cost came from fees (\$10.00 a week for each child) and from the Battle Creek Community Fund as a loan. The summer program began early in June. The first week 140 4-H Club boys and girls came from all parts of the county. From then on the camp has been operated for all other children of the county. About 125 campers came each week during the season.

The 4-H Club boys and girls carried on their club work at

camp, with the assistance of near-by farmers who lent their cows and other livestock for training in judging. Blind and crippled children,

under the direct care of those trained to teach them, were among the campers. Most of the youngsters, of course, were normal Jacks and Jills of the county's homes, both rural and urban. All of them followed much the same program of activities.

The Day's Program

Breakfast was at 7:30; swimming instruction and cabin group planning with counselors were scheduled from 8:15 to 11:30. Dinner at noon was followed by a rest period from 1 to 2 P. M. Free activity was provided for between 2 and 4 P. M., and from 4 to 5:15 there was general swimming. Flag retreat came at 5:30, supper at 6:00, further free activity from 6:35 to 8:00, a campfire program somewhere on the camp area from 8:00 to 8:30, weather permitting, and taps at 9:00 P. M.

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4-H Club boys and girls continue club activities at the camp



A Vermont Community Pioneers

By IONE E. LOCKE and JULIA J. ROOT
Springfield, Vermont

SOME YEARS AGO we ventured to impress upon our citizens the need of a year-round recreation program. The idea received support among our more civic-minded people from the first. Several organizations contributed sums of money to help with the project. A group of members from our Woman's Club spoke before various organizations, and other publicity measures were used to influence public thinking. An article was put in our town warrant asking for the modest sum of \$500. (This is the method usually employed in New England towns for securing financial help.) We were off, but the going was not easy. We touched near peaks of achievement sometimes and hit new lows of discouragement at others.

We, the Community Club and Recreation Commission, are located in a building about fifty years old, formerly used as a machine shop. Just before the close of World War I some of our public-minded citizens conceived the idea of a club for men. The ex-machine shop was lent by a manufacturing concern and, with the aid of other manufacturers, was put into condition for club purposes. The exterior is crude from an architectural point of view, but the interior at the time of the opening in July 1919 was very attractive. Its chief asset is spaciousness. It is 170' x 60'. Before the club opened women had been given membership privileges. Three years later children of high school age were offered the opportunity to become junior members. After a decade, facilities for the community were broadened further, and out of that expansion our present setup has evolved.

We are one of the pioneers in Vermont in establishing this year-round program, but this fact did not sink into our consciousness until neighboring towns began to show an interest in our activities. To those who may be hesitating before embarking upon a similar project, or to those who have not quite made their idea "click" to their entire satisfaction we say, "Renew

Ione E. Locke and Julia J. Root are respectively Executive Secretary of the Community House and Director of Recreation in Springfield, Vermont, where a year round recreation program has developed from a community club housed in an old machine shop and remade through the efforts and the good will of the town

your energies and continue with your efforts, for as an investment such a program pays royal dividends."

Government of the project is vested in two different groups. The Community Club has a small board of seven members whose function it is to direct the policies of the club and concern itself with the maintenance and general welfare of the building. This is done almost entirely with funds derived from membership, activities, and rentals. Certain overhead expenses are taken care of from a fund established by the Manufacturers' Association. The youth program and some features of the adult program are in charge of the Recreation Commission, a group of fourteen civic-minded men and women and the recreation staff. Much of our adult program is self-organized and self-directed from within the respective groups. Our two administrative staffs work as one. They have their individual responsibilities, but the same goal and purpose—recreation for all.

Throughout the country stress is being laid upon the needs of the teen-age group. Perhaps it is characteristic of the people of the Green Mountain

State that we do not always follow popular trends too closely. We do not question the fact that this age should be given their share of attention and responsibility, but we do not think it necessary to single them out and there-



by give them an unprecedented amount of publicity.

Springfield is an industrial town of approximately 10,000 and it has passed through the so-called boom period without any marked increase in youthful social offenders. The reason for this gratifying situation has never been analyzed; possibly it is due to a combination of things. The fact that we are more or less isolated as a community may be part of the answer. At any rate, we feel that we have been fortunate indeed. There has been some demand from the more sophisticated members of the teen-age group for a teen-age center, but the demand was not sufficient to justify the expense involved in setting up such a place. From 200 questionnaires sent out to parents in regard to this matter, only twenty-nine replies were received, most of which were negative. The approach to this problem—if it is a problem—was made through the boys in the lower classes of high school. Along with planned programs of varying types, special occasions which are real events are arranged and looked forward to for weeks, and everything is done by the recreation staff to make of them occasions to be remembered.

Regulations in regard to school hours vary in

The boys dress the part of favorite book heroes



communities. In Springfield pupils are in school from 8:30 A. M. until 4 P. M., so they do not have too much leisure time. Frequently parents comment on how little time Jane or John have for any home duties, what with glee clubs, orchestra rehearsals, dramatics, debating teams, sports and studies. Supplementing these activities are church affairs and individual social and recreational life.

In adjusting young people to the present day and the future our leaders have started with the preschool child and have carried out a program reaching large groups of each age level up and through the high school. Through the junior membership plan, boys of all ages can enjoy the facilities of the Community Club at all times. Encouragement is given them in indoor sports. Good reading matter is always available to them. There is sufficient supervision to insure good behavior, but not enough to make the boys feel conscious of it. They are free to use the gymnasium, bowling alleys, and showers almost any day and in the evenings at specified times and game tables are available at all times. There are very few girls of high school age who are members.

In a town of this type the industrial groups are of great importance in the planning, and a diversified program is given them. Men and women enjoy both indoor and outdoor activities. Their recreation is also a concern of the shops in which they

are employed, and their recreation committees work with the recreation staff of the town—or perhaps the reverse might be truer, since the services of the staff as well as the facilities of the club are offered to the plants. With their own leadership, the people in industry plan much of their own program.

At the moment, the overall picture of recreation in Springfield is good, but it has not yet included as many participants as those of us in recreation wish it did. Like every spot in the country, many of our young men and women are with the armed forces and the drop in participation is understandable.

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What They Say About Recreation

"A MAN MIGHT BE BORED if told a lot about recreation, but if he happens to come across a beautiful landscape in a city he is not likely to be offended. Those who have helped to develop such scenery have not injured him."—*Joseph Lee.*

"I look for a vast expansion of recreation activities following the war. The big problem in recreation as in education is to go forward without losing the deeper moral and spiritual values which make both significant."—*Joy Elmer Morgan.*

"Music is not only an extremely personal art, but it is also the most social of arts. Music is made to be enjoyed in fellowship with others."—*Harry Robert Wilson in Lead a Song.*

"The defense against a bad idea is a better idea; the defense against a half truth is a truth; the defense against propaganda is education; and it is in education that democracies must put their trust."—*Dr. William F. Russell.*

"America must answer quickly the question, 'What way leisure?' Shall it be a terrifying spectre and a perpetual social hazard or shall it be the welcome chance for useful and creative activity—not a calamity, but an opportunity."—*W. W. Willard in Which Way Leisure?*

"Play is part of the education of the American child. We want our children to play and we want them to be happy, and above all we must have wholesome, happy family life."—*Mayor LaGuardia.*

"O wise humanity, terribly wise humanity! Of thee I sing. How inscrutable is the civilization where men toil and work and worry their hair gray to get a living and forget to play."—*Lin Yutang.*

"It is the stuff of our manhood and womanhood that makes America great, not our stainless steel jewelry. Give us that stuff. That is your job."—*Roy Helton.*

"We will transmit this city, not only not less, but greater, better, and more beautiful than it was transmitted to us."—*Athenian Oath.*

"One can spend years studying the many forms of art by which are preserved what eyes have seen long after the eyes themselves are dust. And one can be busy all one's days trying to turn the details of one's own life to beauty."—*Marjorie Barstow Greenbie in The Arts of Leisure.*

"America is different. We must remember this; and we must emphasize it. We can live and play together; and the more we play together, the more we shall understand each other and be willing to cooperate for national unity."—*Dr. James M. Yard.*

"In the conduct of general education let us not lose sight of the fact that democracy needs leadership just as vitally as it needs an intelligent citizenship."—*Stassen.*

"No citizen can play an efficient part in the self-government of his country unless the part he so plays reflects a control acquired over himself."—*Dr. L. P. Jacks in Constructive Citizenship.*

"Artists are the people whose influence determines what form the spiritual and physical creation of our civilization will take. . . . Every phase of our daily living is somehow touched, and often determined, by artists' activities as well as by utilitarian needs."—*From Related Arts Service.*

"What of education and recreation? Upon the intelligent and efficient functioning of this branch of municipal service depends the calibre of the next generation and the future of our city, state, and nation."—*From Annual Report, Madison, Wis.*

"When will man understand and love this infinite beauty—our sacred heritage? We who do understand and believe in the great and spiritual values of Primitive America have a great task to perform."—*Jens Jensen.*

"The educated man is a man with certain subtle spiritual qualities, which make him calm in adversity, happy when alone, just in his dealings, rational and sane in the fullest meaning of that word in all the affairs of life."—*Ramsay MacDonald.*

"When music and courtesy are better understood and appreciated there will be no war."—*Confucius.*

Last Saturday

SITTING at the Information Desk on Saturday was indeed an adventure. The front door was opened at 9 o'clock, and in they came. Some brought their lunches and planned to make a day of it. The games were put out and a dozen children were busy at once. At 11 they were starting to get in line for the moving pictures. Now that we have no fuel oil for the auditorium we show the pictures in the classroom. While waiting, the tinkly music box from Switzerland was wound, and everyone listened to music that many had never heard before. It was quite appropriate to have the big music box wound, for all the cases in the hall are filled with musical instruments—

The Children's Museum started more than twenty-five years ago in one room of an old house, with a single case of butterflies and minerals. The museum buildings now consist of two large up-to-date mansions with an attractive auditorium capable of seating five hundred children.

primitive drums, whistles, mandolins and flutes. This means games with a whole new vocabulary about percussion, string, and wind instruments.

After lunch "The Museum Quiz Kids" began to congregate in the library with Miss

Kendall, where around the large table they ask and answer questions of their own propounding. Every child may have a turn at being quizzed. There is an Argentine cowbell that they ring to summon the audience. "Cheerio," our pet canary in the Live Museum sang, the old tall clock chimed frequently, and then the cowbell! It really was a happy place.

The tiny ones hustled into their coats to go over

"This is the most beautifulest Museum in the world"



to the Annex to the story hour. It was a dark, cold day, but a lovely wood fire crackled over there and about it they sat while Miss Green told them a whimsical story about February 14, and then each made a valentine to take home. When they returned, many of them stopped at the information desk to display proudly what they had made. The older children saw the pictures at 3, and then played games, at which they never seem to tire. The staff members are very ingenious in thinking up and planning different types of information games which require the children to use their eyes and read the labels for their answers. Some Scout troops arrived, looked about, and then settled at game playing, too.

A gentleman from Duxbury came for the loan boxes he had reserved for his school and another person from Newton lugged out some twenty boxes for the Visual Aid Library in that section.

The questions one answered at that desk were varied—would you like to hear some of them? "Have you seen a boy with a blue sweater?" "Is the elephant alive?" "What can I feed my turtle?" "Which club may I join?" "Will you keep my carfare?" "Where can I put my coat?" "What time is the movies?" "Did you find a mitten?" "Where do you get those examination papers?" "Where can I find a drink for my little brother?" "What will the story be about?" "Have you any books on airplanes?" And so it went.

One little fellow stood on tiptoe struggling to get two pennies into the contribution box. Another did him one better and fished three cents out of his pocket.

Mrs. John Cronan, the storyteller who comes once in a while to tell us stories as a special treat, called to borrow a doll. She told us



Courtesy The Children's Museum, Jamaica Plain, Mass.

she overheard a little girl from the Cheverus School say to her companion, "This is the most beautiful-est Museum in the world."

One of the nicest things that happened last Saturday was Walter coming—one of our boys on furlough. This time he had just returned from Cuba. We do feel pleased when the boys come here in their precious time.

They say, "Oh! a new exhibit," "How good to be home," or "Where is Miss Dickey?" We are amused when they tell us how perturbed they are on visiting museums in Australia, England—all over the world, to find that our Museum is virtually unknown!

In 1944 the William T. Hornaday Memorial Foundation was incorporated under the laws of the State of New York. It was established as a living memorial to Dr. Hornaday. The purpose of the foundation is to instill into boys and girls in the United States a knowledge and love of the world about them. In its first annual report, the Foundation points with justifiable pride to its initial work of establishing children's museum projects in rural areas. They began their activities in Geneva County, Alabama. Before the year was out Geneva County had three children's museums, one of them for Negro children. Nashville, Tennessee and its environs was the scene of the fourth and fifth museums established. The fourth was another project for rural

children. The fifth was the Foundation's first city-sponsored Children's Museum which was set up in Nashville. To a Nashville audience Chancellor O. C. Carmichael of Vanderbilt University said, "Children's Museums will supply things that we have not had in our educational system before, and are worthy of very genuine and enthusiastic support."

The Children's Museum at Jamaica Plain, Massachusetts, is a busy place, especially on Saturdays when the story hour is held, moving pictures are shown, and leaders of youth organizations come with their groups to obtain help for their programs. There are, too, Saturday morning bird walks in the spring, and many other activities.

Loan extension is still another service. The Museum has 225 loan boxes on seventy-one different topics which may be kept for two weeks by schools, libraries, churches, and other organizations requesting them.

One Man's Meat

By MARY BROWN SHERER

YOU KNOW how they are. You hardly get your rubbers off before they say, "Now, someone goes out of the room," and you are ushered into a closet while they think of a vegetable or an adage. They are the players of parlor games. When two or more are gathered together you may as well make up your mind to a lot of frantic endeavor.

All on your account, the atmosphere is disagreeable right at the start. You have to have the game explained. The others, all born public speakers, want to tell you how it goes. They lecture you, simultaneously and with frightening firmness. Since it is something brand new and not to be discovered by Elsa Maxwell for months, they bicker among themselves about the rules. Finally, in utter confusion, you say you understand.

The chances are that the motif is cultural. With a college degree and subsequent reading, you feel that you are reasonably well educated. But when someone sits back and complacently announces that he begins with "b" your mind is suddenly wiped bare. You can think of nobody whose name ever began with a "b." The rest mutter impatiently, "Come on! Everybody knows that!" while you mentally scuttle around and wonder how you got through school. Finally you do think of a "b" which is barred because of its obscurity (implying that you simply made it up) or is shrieked by an old hand before you can open your mouth or turns out to be a peninsula and not a person.

Or perhaps the game revolves around some talent, some offshoot of the Muses. You won't have felt as silly since the church pageant. You are no super-dilettante; you are never even chosen for a part in a Junior League skit; you have no talent except a phenomenal capacity for sitting in one position. Yet you are expected to get up and act, impersonating King Lear or tapioca. With no artistic ability whatsoever, you must draw "I'm a ding-dong daddy." You sing rounds and

write doggerel, all according to rule, only to be accused of giving it away by a sloppy performance.

Some time during the evening game addicts get athletic. Just as you maneuver yourself off the Louis Quinze and onto the Lawson they bring out a broom and insist that you tie yourself in a half hitch around the handle. You rush in and out, behaving in the manner of some specified adverb and try to make a milk bottle do things a milk bottle was never built for.

While you rest your joints the rest earnestly fill spaces on pieces of paper. After they have been filled and argued over (every addict dearly loves this feature), there are some special stunts. These are the gags, interspersed through the serious routine. The object is to get the neophyte into as undignified a position as possible, preferably under the rug. You, in your new suit, cooperate, all innocence, and find yourself excavating with your teeth in two cups of flour. After the others have had their laugh, everyone is sufficiently relaxed to go back to the heavier program, back to the goings-out-of-the-room.

It's a dreary business, out of the room. You stand in the hall, rather embarrassed with your own company. You study your face in the mirror, the calling cards on the tray (people you never heard of—depressing), the wattage of the light bulbs. You peel the candles of their drippings. You listen to them inside, a gay little clique, muttering and whooping. When you are finally called back, amid much laughter, you find that the salted nuts are gone, every comfortable seat is sat on, and there is nothing for you but to lean against a doorway and guess.

One evening, perhaps, you decide to refuse to go out of the room. In an optimistic moment you think that such a stand may put a blight on the whole game trend. So you sit pat in your corner with a firm "no" only to discover that everyone

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Planning vs. Postwar Planning

By ROBERT E. EVERLY

Superintendent
Glencoe, Illinois, Park District

THE PRESENT interest in municipal postwar planning stems from an honest concern of our people to keep faith with the men who have served and died for their country. In this article I do not intend to detract from the importance of this worthy task. Rather I wish to propose a concept of planning that will be in keeping with the American way of life and one which, I, as an ex-serviceman of World War II, believe will appeal to returning veterans.

It is evident that too many municipal planners are linking postwar plans with another Government Works Program. Aside from the dangers to our national economy, such "defeatist" planning that pre-supposes leaning on Uncle Sam weakens the American moral fibre and is obviously unsound. Furthermore, the prospects of relief projects cannot help but be detrimental to military morale. Certainly men who are fighting our fight do not want to return to a life of dependence. Above all they want independence. It becomes the responsibility of communities throughout our country to do the kind of planning that will provide opportunities for permanent employment. In our economy individuals cannot be independent on the one hand, and communities dependent on the other.

Postwar planning is one of those all-inclusive "do it tomorrow" phrases that has succeeded in capturing the fancy of the American public. It is a "red herring" that has almost convinced the public that municipal planning is an innovation, an offspring of war.

Certainly those of us engaged in community planning know that it is a continuous process. We recognize that sound planning requires long term forecasts. The war had little to do with planning for the future. The successful municipal operator has *always* been projecting plans, five, ten, twelve, and even twenty-five years into the future. To

Much is being written these days about postwar planning. What should be done after the war to meet the community needs of returning servicemen and of civilians is the subject of many conferences.

In this article Mr. Everly presents a challenging point of view. There are, no doubt, park, recreation, and other public officials who will not be in complete agreement with all the statements made. RECREATION will be glad to receive comments on Mr. Everly's article.

constrict the planner's mind to a rigid set of circumstances covering a short span of time limits his vision, thereby nullifying his planning ability.

It has been said that the period following the termination of the present war will present catastrophic problems of readjustment, relocation, and rehabilitation. These problems differ only in scope from issues that have confronted planners during the past several decades. Community planning has always been con-

tingent upon a host of problems that include tax incomes, bonding capacities, labor shortages or surpluses, population trends, educational and recreational needs, and the scarcities or abundances of materials. Sound planning is made in consideration of "Acts of God" and "weaknesses of man," necessitating only the shifting of emphasis on one or another of the aforementioned problems.

While endless talk and writings have been given to postwar planning, too little has been accomplished in completed plans. The tendency seems to be to await the end of hostilities, although the postwar period is already here for millions of our citizens, including men released from the services and war workers shifted to civilian pursuits.

To balance this criticism of postwar planning, the following proposals are presented for consideration:

- (1) Cast off the inhibitions of a relatively short postwar period. Prepare long-range master plans for each community based on a survey of local requirements, after which detailed plans should be completed as rapidly as possible.
- (2) Let no American community plan any development that it finds unable to construct, and *maintain* by its own efforts with its own funds. Those communities that developed projects with government aid that were beyond their capacity to maintain will add an "amen" to the underscoring.
- (3) Municipalities should avoid, as far as possible, huge capital developments until postwar civilian

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They Needed Something More



BEAVER COUNTY'S war housing project, Van Buren Homes, at Vanport, Pennsylvania, was opened to its first twenty-five residents in October 1943. Since then its full 400 units (as well as 125 in near-by Tamaqui Village) have been taken over by employees of Curtiss-Wright and other county industries. The people who had come to live in these units had doubled the population of Vanport. They had a place to lay their heads — comfortable, charming as to physical surroundings, adequate to the needs of their families. But they needed something more than the satisfaction of their minimum physical needs if they were to live happily in their new environment. They needed civic, social, and recreation activities

combined in a diversified community program.

Obviously, overcrowded Vanport could not — even with the best will in the world — provide all that they needed and wanted for all of them. Consequently they did what people of the United States have been doing since the war began all over the world — in Philippine concentration camps; in

German prisons, in war centers whose ways were alien to the familiar patterns of a lifetime. They set about to build for themselves a new community laid out on old lines. They elected from among themselves a Residents' Council to control the affairs of the community. They set up committees to work with the Council on government and planning and programming for their

The Beaver County, Pennsylvania, Housing Authority responsible for the operation of 11 federally-owned housing projects and 5 locally financed communities, claims the distinction of having the only organization set-up of all-women project managers existing among the Housing Authorities in the country. The duties of these managers are many and varied. They are responsible for huge rental collections (approximately a million dollars yearly), and for the accompanying bookkeeping; for making government reports; for helping families and individuals adjust themselves to local conditions, and for the welfare and health of families and the use of the facilities offered.

small world. They worked closely with Vanport citizens to coordinate all their plans with existing programs and facilities where these were available. In a few months a program was going full steam ahead.

An interdenominational Sunday School is attended each Sunday morning by an average of a hundred children and adults. Enthusiastic members of the Van Buren Woman's Club hold monthly meetings, plan and sponsor various entertainments, maintain a library which is of service to those who want reference material or pleasure reading. At the club's meetings the attendance averages about fifty women.

A most interesting feature of the youth program is the proposed boys' clubhouse to be used by school age boys from the whole town. A committee of fathers and boys' leaders was formed and an available building has been located. The plans for the club include renovation of the building which will be used for a well-rounded and supervised schedule of boys' activities.

A village newspaper is published weekly. The publication, called *The Villager*, is informally written and carries into each home the schedule of events, organizations, plans for the future, and personal notes. The paper's "staff" gathers several evenings each week to collect, write, and edit the news articles, and print the news sheet on a small mimeograph machine.

Several hundred children have been entertained at recent parties. A weekly movie program is offered to the residents. Teen-age groups are sponsored and supervised by the Vanport Parent-Teachers Association. A Cub Pack, with the Vanport Fire Department as the sponsoring organization, is the latest addition to the schedule of activities. A girls' club is being organized, the membership to include girls of high school age. A school of dance is a weekly feature with classes for all ages.

Meetings and activities are held in a large community building located in the center of the village. The building is equipped with a large meeting hall, two small meeting rooms and a kitchen.

In the housing development at Brunswick, Georgia, Resident Clubs planned and sponsored a wide range of recreation activities and social and religious interests in 1944. The four clubs during

The four Resident Clubs at the Brunswick, Georgia, Housing Project all have nautical names appropriate to a community whose residents build ships: Port Hole, Crow's Nest, Ship-a-Shore, and Gang-Plank. And they believe, do these ship builders, that "Better ships are built when better fun is had. So — hit the deck — it's time for fun again!"

the past year raised approximately \$30,000 to maintain their program. Each club had committees on Hospitality, Red Cross, and Religious Activities, and all were free to call on the Project Service Staff for assistance in any phase of the program.

Three of the housing units maintained teen-age clubs under such titles as "Chatta-Box," "Happy-Go-Lucky," "All-American," "Our 6-8 Club," "Fun Club," "Pirates Club," "Joy Club," "Little Folks Club," and the "Junior Port Hole Club." The youth groups formed their own committees and conducted their activities with the help of hostesses from the Resident Clubs and play leaders from the city's Recreation Department. The Recreation Department also supplied leadership for the playgrounds established at the housing projects.

The combined attendance at the community activities held in the four recreation buildings was 396,053. The program of activities as listed in the annual report for 1944 was as follows:

Hi-Lights from 1944's Time Table

Dances—Popular and Square	War Bond Drives
Quiz Program	Salvage Drives
Bingo Parties	Clean-Up Drives
Community Sings	Victory Garden Contests
Movies	C.A.P. Meetings
Talent Shows	Blueprint Classes
Boy Scouts	Spend-the-Day Parties
Girl Scouts	Grand Ole Opry
Teen-Age Clubs	Community Christmas Tree
Game Nights	Ping-Pong
Holiday Parties	Checkers
Open House—Informal	Share-a-Ride
Dancing	Sewing Rooms
Dancing Classes	Benefit Dances—Red Cross
First Aid Classes	Infantile Paralysis
Nutrition Classes	Disabled Veterans
Home Nursing Classes	Sunday Schools
Surgical Dressing Work Rooms	Worship Services
The Crew's Log	Vespers
Libraries	Hymn Sings
Pool Room Activities	Daily Vacation Bible Schools
Club Room Activities	Swing Shift Activities:
Immunization Clinics	Dances—Popular and Square
Equipment Clinics	Grand Ole Opry
Preschool Clinics	Chicken Suppers
Basketball Games	Supper-Dances
Pageants	Talent Shows
	Fish Suppers

Things Seen

By PEARL H. WELCH

Play Director, Bixby Park
Long Beach, California

A PLAYGROUND hobby which has been extremely interesting to the director is collecting pictures which are exhibited on bulletin boards constructed for this purpose. The boards, 3' x 4', are made of solotex framed with wood which is painted green.

There are more than twenty-six hundred pictures in this collection, pictures of seasonal and topical interest. There are pictures of beautiful scenes in general, spring, summer, autumn, and winter scenes, night, children's and adults' winter sports, baseball, football, swimming, miscellaneous sports and games, babies, older children, young men and women, older men and women, other nationalities, animals, flowers, ships, wind and kites, rain, music, school, circus, and gardening; pictures for New Year's Day, Lincoln's Birthday, St. Patrick's Day, April First, Easter, May Day,

Mothers' Day, Memorial Day, Flag Day, Fathers' Day, the Fourth of July, Halloween, Thanksgiving, and Christmas, including Madonnas, Santa Claus, trees, Christmas music, and presents.

These pictures are gathered from magazine covers, illustrations and advertising, from papers, calendars, and a variety of other sources. No magazines are safe from this director's acquisitive eye!

Most of the pictures are carefully mounted on colored paper which harmonizes with them; they are stored in labeled folders in large boxes and displayed on bulletin boards throughout the year. The light weight, portable boards are taken into the playground office at night. Not only has the director had pleasure in these pictures, but people coming to the Bixby Park playground have greatly enjoyed these exhibits which are changed frequently.

**"Because things seen are mightier
than things heard. . . ."**

—Alfred, Lord Tennyson



What Americans Were Reading in 1944

By OLGA M. PETERSON

Chief, Public Relations Office
American Library Association

THE AVERAGE American in 1944 wanted to read about his own personal problems first and about the war and the state of the world second, according to response to the annual questionnaire on reading trends sent by the American Library Association to public libraries in a cross section of American towns and cities. The general interest in religion and human relations which took a sharp swing upward at the beginning of the war has not slackened, although reading about the war and war heroes, highest in national interest in 1943, has dropped slightly in 1944. In compiling data from all parts of the country, the Association notes that the slackening of interest in war reading is most noticeable on the two coasts, where it was most intense in 1943, while many communities in the Middle West report steady and sometimes increasing demand for war books.

What one librarian in Cincinnati termed the "interest in self" is evident in the steady popularity of books on hobbies, farming, small independent businesses, handicrafts, and the arts, all of them lonewolf enterprises.

The most obvious change in reading interests during the year was the sudden, nation-wide drop in technical reading. In some cities the slump in demand for technical books amounted to as much as forty per cent. Many libraries attributed this condition to the gradual stabilizing of war industry. The hundreds of thousands of industrial workers who were fitting themselves for war jobs are now trained, and in the meantime industry has developed its own training methods. On the other hand, technical research in libraries continues to be steady and has received great impetus from post-war prospects for expansion.

On the whole, more people were reading in 1944 than in other war years. For the first time since the United States began to prepare for war, public libraries report that the steady drop in the circulation of books has been halted. According to the

In preparing this Annual Analysis of National Reading Trends, a questionnaire was sent to all public libraries in communities over 100,000 population, and to a representative cross section in smaller communities and in rural areas. The results of the survey, published in the February 1945 issue of the *American Library Association Bulletin*, are based on a return of seventy-one per cent.

general opinion of librarians reporting, the bottom of the curve was reached in 1943, and libraries can now expect a period of steadily rising demand for home reading. The use of libraries for reference and information has never dropped and is still increasing.

Increased reading is due to many factors. Population shifts are beginning to settle. The layoff in several industries has begun. Men and women who devoted time to

civilian defense and volunteer war work are now able to fit these activities into the routine of their daily lives without the sacrifice of other interests. People who were at first too distracted by war to read are now finding in war an incentive to read. Mothers with husbands away from home are reading to their children because both are lonely. Relatives of men in service are reading about strange lands where our forces are stationed. High school boys have realized that education counts in the armed services and are reading to prepare themselves for rapid promotion. The war is responsible for interests in new world markets, social services, foreign languages, politics, as well as in new ways to fix the refrigerator and entertain the baby.

Reading on Postwar

Librarians report that while the general public is only superficially interested in postwar planning and forecasts, there is a considerable demand in some areas from businessmen, club members, community planners, and students. There is a great deal of interest in postwar building of all kinds—homes, schools, public buildings. Research workers are investigating new chemicals, new technical fields, and new areas for small business. The Enoch Pratt Free Library, Baltimore, sums up the widespread impression that "international planning is of first interest to general readers, but the domestic aspects of planning are the concern of most research workers and businessmen." Over and over

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Community Swing

By PHYLISS ASHMUN
Madison, Wisconsin

IT DOESN'T TAKE a formal dress, a swank night club, and a Harry James tune to make a night of dancing complete for the thousands of Americans who are finding fun and relaxation in a revival of the dances their grandfathers and grandmothers found equally enjoyable. And it doesn't take a barn, professional caller, and old-time fiddler to do square dancing, either. A large enough room, a phonograph and records, and four interested couples are the only requirements.

"Square dancing is just for hillbillies!" you may say, looking contemptuously down your nose. But would you include university professors, lawyers, merchants, and a state senator in the "hillbilly" classification? You'd have to if you apply that tag to square dancers, for it is just such people who form the nucleus of one outstanding folk dance group in Madison, Wisconsin, as enthusiastic a set of dancers as may be found anywhere.

Interest was aroused in Madison about four years ago, after Mrs. Fred Kaeser, director of a dance studio in her home, returned from a summer course in square dancing given by Lloyd Shaw in Colorado Springs. Here, through the research of Mr. Shaw, revival of the western type of square dancing began. In 1936 a group of his dancers put on their demonstration for the play festival at Central City, Colorado, and the dances caught on immediately.

Some time before interest in the western type of dances was revived, however, a similar renewal of interest had taken place in the folk dances of the east. Elizabeth Burchenal was one of the leaders in this movement, advocating the slower, more formal dances of New England, such as the quadrille, round dances, and longways dances. Out of this revival grew the American Square Dance group, with headquarters in New York. These dances are also being promoted by Henry Ford in his Dearborn village.

In the midwest the tides of these two great revivals have met

—the formal style of the east and the strenuous dances of the west.

In this combination is the secret to successful community recreation in folk dancing, for it lends variety without being a program too strenuous for the "tenderfoot."

After taking Lloyd Shaw's course, Mrs. Kaeser was a confirmed square dancer. Together with a group of neighbors she organized a regular square dance circle, which met at various homes, dancing to piano music. No experienced caller was available, so members of the group did their own, learning calls from directions in Shaw's book.

From the nucleus of Mrs. Kaeser's enthusiasts, the idea spread to others throughout the city. One group was built around an assistant professor in the English department at the University of Wisconsin and his wife. This group used piano music. When war came the original group broke up, but eight couples remaining bought sets of square dance records and continued going from home to home to dance and spend a social evening.

To add a genuine atmosphere to the dances, the women made themselves long peasant dresses and the men wore plaid shirts and overalls each time they danced. At the end of the year the dancing season was topped off with an old-fashioned box social.

The recreation basement of the Congregational Church was offered the dancers as a cooler place

"Bouncing in"



in which to carry on square dancing during the summer. The group grew amazingly as enthusiasts spread the word. These church dances are now held regularly once a month the year around with an open group of seventy or eighty. A small charge is made, which enables a volunteer committee to serve punch and buy new records. All arrangements are taken care of entirely by volunteer committees, with no particular organization.

At the same time as Mrs. Kaeser took the course under Lloyd Shaw, a member of the University of Wisconsin physical education department was enrolled. The following year that department presented a demonstration of square dancing in conjunction with a university program given by John Jacobs Niles, folk singer. Folk dancing is now a part of the curriculum of the women's physical education department.

In the meantime other groups have grown up in Madison, as in other cities all over the country. The American Youth Hostel movement, the Y.M.C.A., and the Y.W.C.A. are only a few of the organizations including square dancing in their programs. The Memorial Union at the University of Wisconsin is another center for square dancing. Each Sunday evening sees some ten or twelve squares of co-eds, men, and soldiers and sailors stationed near the campus taking part in the folk games. Here there is usually piano music and sometimes fiddlers or records played over the public address system. A member of the physical education department does the calling and often there are demonstrations by experienced dance groups. Coke is served as a cooler during intermissions.

A number of the student churches at the University have also adopted square dancing as a part of their recreational programs. Records and amateur callers are the order of the day, and a continual stream of newcomers keeps the dances simple enough for beginners.

In groups like these, fun is the first consideration. The noble objective of keeping alive old American dances may be an incidental result, but for true enjoyment they should not be danced as "museum pieces."

Communities made up completely of beginners need have no fear of taking on square dancing as a recreation project, for simple steps can be easily and quickly learned. If a community is fortunate enough to have an experienced caller or leader, for the first time at least, it is off to a flying start. It is better if this person is not too professional in

his approach, for he must combine the abilities of a leader and a teacher in putting across the directions in order to make it enjoyable for all.

If no one in the group has ever done any square dancing before, one of the best methods is to dance to records with calls on them. For beginners, the Victor album by Woody Woodhull is excellent because its dances are repetitive and accompanying explanations clear. Decca puts out another good album of quadrilles and an album called by Ed Durlacher. Another method is to dance to piano or fiddle music, with calls by a member of the group. Calls and directions can be picked up with the aid of Lloyd Shaw's book, "Cowboy Dances," or other books of folk dances.

For the experienced group a combination of the four basic types of American folk dances provides the most interesting and varied evening of dancing. All of them are modifications of older European dances: the quadrille, danced in square form, but slower and more formal, stemming from European court dances; the longways dances, the Virginia reel, money musk, and others of old English background; the round dances, mainly schottisches and polkas; and the cowboy square dances, done in square form with a set pattern repeated by each couple.

One New York radio station presented an hour's program of square dancing each Saturday night for a thirteen-week period. Calls and explanations were given by Ed Durlacher and leaflets of calls and descriptions of the dances were sent out in advance to persons following the dances in their own homes.

The inexhaustible number of new dances and variations of old patterns is one of the main attractions of square dancing. For each new piece of music there is a different dance, and these may be varied further by the caller's own versions of them. Because there is such a wide variety for the experienced square dancers, groups should be as homogeneous as possible, so that beginners will not keep experienced dancers from advancing to new forms.

While wartime has speeded the development of square dancing as community recreation, the post-war period will probably not see its decline, for its appeal goes deeper than merely a substitute for other activities. The war has had a tendency to increase community activities of all types, but square dancing is particularly well-adapted to community recreation and a conscious effort has been

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Use Your Building Program To Build Friends

Mr. Creighton, an architect associated with the firm of Arthur Hopkins and Associates, New York City, makes a plea for community participation in the planning of school buildings in this article, reprinted from the November, 1944, issue of *The Nation's Schools*.

By THOMAS CREIGHTON

FOUR NEW SCHOOLS are going to be *community* schools, as they must be, their planning must be made as far as possible a community enterprise. This does not mean that every man's neighbor has to be leaning over the conference table when the school building committee and the architect discuss the program. It does mean that step by step the major decisions should be explained and publicized. Local civic organizations should know what is going on and become excited about the prospects. Local papers should carry stories of the various planning stages.

If there is a citizens' committee meeting to discuss the question of juvenile delinquency, it should know what recreational activities are receiving consideration in the school planning. If the local churches sponsor young people's discussion groups, they will be interested in talking about the vocational training aspects of the proposed school. The Mothers' Club and the Women's Club will be concerned with the provisions for health care of pupils and the eating arrangements at school.

Does this sound like complicating the planning of the school? Do you feel that there is sufficient difficulty getting agreement among the members of the building committee, without dragging in the whole neighborhood? Well, suppose it does result in some delays. Suppose it does stir up some controversies and a little "viewing with alarm." In the end, after the difficulties have been explained and ironed out, there will be an interested, comprehending, even excited citizenry ready to make full use of the new school facilities. Certainly that is better than meeting the glassy stare of the public when the doors are opened for the first time.

Features of a Modern Classroom

As an illustration of the sort of facility which can be discussed with the community, let us consider, first, the classroom itself. Most of us are agreed that the forbidding classroom, designed for

the formal and parrot-like recital of lessons reluctantly prepared, is not the room we want to plan. We want to construct the modern classroom as a laboratory, with the work area, class library and movable furniture freely arranged.

The teacher's desk will be treated as a piece of casual furniture. Audio-visual instruction mediums, even television, must be planned for; the projector will be standard equipment. Gay color will enliven the dreariness which we associate with old-fashioned buildings. Exhibit cases, interchangeable pictures and charts will be added features of interest. Terrestrial and celestial globes will supplant Mercator's projection with the 25,000 mile poles.

Life will be brought into the classroom. Everything will be designed in terms of little Willie; everything will be planned to break down that resistance to instruction that has been characteristic of all little Willies through the ages. How receptive will Willie's ma be to all these innovations?

New School Makes Exciting Story

Here is an exciting story about the new post-war school to tell to the community, to the parents and to civic leaders. If all these interested persons know what you are planning to do for them and their children, they should be as impatient as you for the project to be finished. If you spring it on them, after it is completed, as something new and strange, they may resist. Why run that risk?

There are other examples of the facilities in the proposed school which might well be publicized. The auditorium, the library and the gymnasium will be designed to stimulate adult interest in programs of learning, play, and physical culture. In the planning of the auditorium there must be adequate stage facilities and dressing rooms for dramatic presentations, sufficient space to permit the gathering of groups for pageants and folk dancing,

room for screens, sound equipment, toilet facilities, cloak rooms. If the people of the community are to view these things with favor, and as their links to the school, instead of as careless extravagancies, they should understand now what you are about in planning them.

Music will play a large role in the school design. Space must be provided for school singing, band, and orchestra rehearsal and perhaps for instrument instruction. You may be planning for a music library, instrument storage space, rooms for teaching the theory and appreciation of music, a musical director's office. Do you visualize these provisions as a boon to adult as well as child musical guidance? If so, you had better let the people know what you plan for them.

Your school library will probably be centrally located. The usual humble resting place for books will be replaced by a working laboratory for the English and social science departments, with their living subjects of current events, speech, dramatics and journalism. The library, serving as the center of distribution for reference matter, maps, charts, pictures, even films, will extend to all the different school departments. You may be planning a periodical room or a laboratory of current events. These enlarged library functions will need explaining to the public which can be done during the planning period better than after the school has opened.

The gymnasium in the new school will be more than a covered playground. The war draft procedure has disclosed certain flaws in the physical condition of our youth. Physical education must become more concerned with the individual, seeking correction and improvement of physical defects. You will plan areas for segregated group play, such as basketball, baseball, volley ball. You will want a swimming pool. There should be recreation rooms for the faculty. And then you will be considering the school's obligation to the adults of the neighborhood in providing facilities for the correction of obesity and underweight,

for the relief of such conditions as workers' fatigue and sedentary degeneration.

Depending on its location, your school's outdoor playground may include not only playing fields, but also water areas, picnic grounds and sections for nature craft and gardens. These activities may be coordinated with the community "green" spots, the parks and playgrounds which planners now realize to be a necessary part of large housing developments. You may need field houses and spectators' seats. Perhaps the installation of floodlights will encourage community use of playgrounds and athletic fields. Another link may be welded between the school and the neighborhood if this part of the planning becomes a community enterprise or at least a matter of community interest. By pointing out the benefits to the children and their parents, the school will be seen to be contributing more than ever to community living.

The school lunchroom will be moved up from the basement to a place where it will receive the maximum benefits from sunshine and fresh air and be accessible to the outdoor playground. It will invite complete relaxation by an informal arrangement of tables and seats, by tasteful pictures and murals. Here, then, is another community and family service the new school will perform. Let the school brag about it and develop interest among parents in what it is planning to do. Let it be known that good food will be served, that good table manners will be inculcated, that mealtime will become for the children a means of promoting social intercourse and a time of enjoyment.

To meet the needs of an expanded health improvement program, you will plan for a school health center. There will be examination and treatment rooms for the use of doctors, dentists, nurses and even psychologists and psychiatrists. There will be a consultation room, a rest room, perhaps a sleeping room for the day nursery children. The community reaction to this part of the new schoolhouse may be one of distrust and skepticism but, if you get

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"The professional journals have devoted a gratifying amount of space to discussion of the planning of postwar schools. Educators, administrators, and architects with a progressive attitude are fairly well agreed on the form the new school plant will take. They stress the need for audio-visual education spaces, increased facilities for vocational training, flexible planning for dual room use, closer relationship between outdoor and indoor activities, further emphasis on health care, recreation, adult education.

"The list goes on and on, and as it unfolds it adds constantly more evidence to one fact, namely, that the success of the new school program will depend on full community understanding and participation. This means that John Jones and Pat Murphy and Sadie Nussbaum must know what our school planners are about. In most cases they don't have the slightest idea."

To Serve the Community Purpose

THE MAIN TASK of the war, and the task of the peace, in broadest terms is to achieve a better world, in which men can live and work together peacefully and fruitfully. This achievement is an individual and a world task. But above all it is a community task. Only a community is both large enough and small enough to assert a pattern of fruitful living which influences deeply the individual citizen and to forge the common will to have the kind of world we want.

But so often in this century the community has been impotent to do these things because the community itself has been shattered. Mass production industry has built great populations but deprived the people of the communal and creative life which human beings need. The dispersive influence of the automobile, the telephone, and the radio all have hastened the disintegration of community life. People have been separated from responsibilities for the general welfare and left untouched by any community purpose.

So, if the community is to play its part in the building of a better world it must first of all be a true community. And as a starting point it needs to be sure there is a focus, a home, for its community life—in short, a community center.

Community Center Historically

The community center is not a new idea and its contributions to the good life are not theoretical. We need only to recall that it was on the acropolis of the Greek city that men discussed and matured their civic and ethical ideas; that the Roman forum was the vitalizing center of the Roman republic and later of a world empire; that in the church and its square in the medieval town every person shared in the pageantry and neighborliness and spiritual dedication of the age; and that in the town meeting houses our early American villages found the

By PORTER BUTTS
Director, Memorial Union
University of Wisconsin

The Wisconsin Union of the University of Wisconsin was built as a memorial to the men from that university who fought in the First World War. Its program, under the direction of Porter Butts, a portion of whose annual report for 1944 is here reprinted, is designed to "accommodate and encourage recreation interests of all students." Music and art crafts, and hobbies, drama, motion pictures and games, dancing and other social affairs, outings and informal outdoor sports, forums and discussions make up its manysided offerings to the members of the university community. Perhaps the greatest testimonial to the Union's success is the fact that from 8,000 to 12,000 people used its facilities every day during the past year.

focus of much of our own democratic community life.

These were not necessarily governmental civic centers. It is especially instructive for us who are searching for the thing that serves the community purpose best that they were centers where people employed their leisure hours.

Greek towns selected convenient sites outside the town for sports fields, later erecting theaters and gymnasia on the same sites. These buildings

came to serve as meeting places, even as universities, the whole forming a social and cultural center.

The Roman town was deliberately planned from the beginning to include a recreation center, with the forum and theater often placed at the center of the plan.

In the medieval town all is centered on the church and its square. The church is the shrine and the theater. Sometimes, as at Salzburg, the church facade, indeed, forms the backdrop for open air plays in the square.

Toward an Art of Living

Rarely were these centers of the town life confined to one activity. They remained community centers because they served a diversity of interests.

The seventeenth century English tavern and eighteenth century pleasure garden also provided comparatively fully for the free time activities of the people who frequented them: theater, dance hall, restaurant, music hall, concerts, the pub, and social clubs.

In the pleasure gardens of eighteenth century London, the same building which saw the first performance of a Greek play or a personal appearance of Mozart also served as a breakfast room, a fashionable promenade, or the setting for a masquerade. In the surrounding gardens popular and cultural entertainment were successfully com-

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Why Not Give an Art Exhibit

By RUTH BYRNE LOCKWOOD
Los Angeles, California

"CHAWMING affair—really chawming," said the prosperous couple.

"When will the next one be?"

"I didn't know there was so much talent in the community —"

"Junior, study the pictures well!"

"When I get old and can't do anything else, then I'll learn to paint."

And the little old lady chimed in, "— So many pretty things. I don't know when I've been so happy."

We heard these comments, some amusing, some heart-warming, but all indicative of an intense interest, at the art exhibit we gave recently in Baldwin Hills Village, a six hundred apartment community in suburban Los Angeles.

Why don't you give an art exhibit, too? You'll never know how many of your neighbors are artists or artisans by hobby until you start rounding up material for your exhibit. Young Mrs. Brown, just out of college, will show you her oil paintings proudly. Mrs. Jones will bring forth modestly the tooled leather and ceramics that she learned to make in night school, and old Mr. Thwaite will offer shyly the very good "worthless junk" that he's been secretly painting for years in his attic. Maybe you will even run across an ex-commercial artist who does fine arts for his own amusement, or, if you're very lucky, a professional portraitist or landscape painter.

Your group will start by making plans and appointing committees—refreshments, publicity, collectors of materials, and any others that you might need. Plan to have all committees join in setting up the exhibit itself.

Several weeks ahead it's well to put a notice in the community paper asking for exhibits, and telephone everyone you know who does any art work, asking them to help in finding still others. A week before the show you can take a tour in person, asking to see the material to be exhibited, helping to make choices, and urging the exhibitors to be ready on time.

This is the time to put your final notice in the local paper, and in those of nearby communities. And this is the time to make posters, preferably kidding yourselves (with titles such as *Oh, boy,*

pitchurs! or *The Art Group invites you—*) and put them up in every conceivable and in-

conceivable place. And from this time on, every one must constitute himself a publicity agent, stopping friends and strangers alike, enthusiastically urging attendance.

The day before the show, get everything in readiness: sort exhibits that are brought in, and collect those that won't get there by themselves. Have someone type (in large print) 3" x 5" white cards with the name of the picture or article, and the exhibitor's name, and keep them in readiness. Provide thumbtacks, nails, wire, string, hammer, jackknife, pencils, erasers, and pins; in readiness for hanging the pictures. We were not allowed to display on the walls of our clubhouse so we borrowed easels from friends and an accommodating art store. You might find it desirable to make stands or racks from discarded lumber or from screens.

On the morning of the great day everyone will (of course) come bright and early to work. They'd better, or you won't get ready by the appointed time!

Our exhibit consisted of a row each of watercolors and oils on opposite sides of the big clubroom and a display of unframed sketches and beginners' work on up-ended ping-pong tables backed by hanging textiles at one end. (The tea table was at the other end.) On tables in the middle we put ceramics, sculpture, wood carvings, leather work, and hand painted luncheon sets, accompanied by *Please do not touch* signs. We placed plenty of standing ash trays in strategic spots.

We were fortunate enough to have our refreshments (tea and cookies) paid for by the Villagers Association, but you might charge a small exhibitors' fee to cover such expenses. However, there should be little expense if you use your heads and beg and borrow everything.

At last the great moment will come, and if you're as pleasantly surprised as we were, people will come literally flocking in at three on the bright Sunday afternoon, and keep on coming until six o'clock, when you must, in desperation, lock the doors to start tearing down the exhibit. You can

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WORLD AT PLAY

For the Family

THE P.T.A. of Oakland County, Michigan, believes that the family can play together as well as live under the same roof. At one school no youngster under fourteen may go to the P.T.A.-sponsored dances (held twice each week) unless his parents go along too. The dances are becoming more and more popular with both age groups. Another well-liked activity are cooperative family dinners. Families gather for them at various schools, where community singing is the special attraction.

Tallahassee Experiments

THE City of Tallahassee, Florida, has launched an interesting recreation program. The Superintendent of Recreation, recently appointed, is to direct recreation at the College and will use the city, community playgrounds and youth center as a laboratory

for her students. Thus the community will have the benefit of the services of these students, and they will receive valuable experience in this plan of in-service training.

Cooperative Planning

THE Los Angeles, California, Board of Education and the City Housing Authority have worked out a plan whereby school recreation personnel will work in Housing Authority play areas. At Aliso Village the school board has been granted the right to use the community hall and kitchen, a large patio adjacent to the Administration Building, as well as approximately fifty small play areas. The school board will furnish leadership for a general community recreation program. Equipment, repairs, and maintenance will be the responsibility of the Housing Authority.

Plans are under way for a similar program at two other housing units.



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Diamond Pitching Horseshoe Outfits
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Official Horseshoe Courts



**DIAMOND CALK
HORSESHOE CO.**
 4610 Grand Ave., Duluth, Minn.

United Nations Programs—The Program Services Division of USO, Inc., has issued an attractive booklet prepared by Matthew Penn and Harry D. Edgren which suggests a number of programs based on customs and folk lore of our Allies. These programs are designed to provide interesting and varied themes for USO club programs. Valuable source material is given.

Music in the Air—The Recreation Commission of Ossining, New York, believes in the importance of music to the community. Eleven years ago the Commission inaugurated the Ossining Music Guild. The Guild, currently under the leadership of George B. Hubbard, formerly professor at the Julliard School of Music, concluded its 1944-45 season with a production of *The Chimes of Normandy*.

A Negro Choral Unit gave its first annual concert of Negro spirituals on May 20, 1945. The unit is composed of two groups—sixty-four "juniors" and thirty-four "seniors"—who sing under the leadership of Professor Furman F. Fordham.

Barracks to Bathhouse

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The sections were rebuilt in the shape of a cross. The building now provides storage space and dressing rooms for men and women at its two ends. The center section contains a spacious lobby. Here, too, will be a snack bar and refreshment tables under windows that look towards the sea. An open porch runs across the front of the building. Future plans call for landscaping the land side of the building, for improving the beach, and for installing two floats for low and high diving.

The second building was divided also into four parts. Half of it was made into an office for the Park and Recreation Department. It housed, in addition, the Department's store room, shop, and garage. Of the two remaining quarter sections one was broken up to be used in repairing and supplementing the other building. The last fifty foot section is being held in reserve against possible future needs.

So ends the saga of the barracks building that became a bathhouse and an office. The tale of co-operation between the Federal government and the city of South Portland has another chapter. South Portland's community center is located in a federally-owned building which comes under the jurisdiction of the Housing Project. The project provides—in addition to the building—heat, light, furniture, and some equipment. The city takes care of the program, supervision, other supplies and equipment. The project representative and the department superintendent sit down together once a week to talk over the whole set-up and iron out any difficulties.

The center is open five afternoons a week for children from six to thirteen years and six evenings a week for older boys and girls and adults. The program includes active and quiet games, art and crafts, community singing, music and dancing, dramatics and movies. The teen-age club meets each Saturday night. Parties and festivities for special days are highlights of the program. Boys and girls, as well as adults, have a hand in building the program, for among the youngsters the Department organized two councils. The Youth Council is composed of seven boys and seven girls of high school age from seven sections of the city. The Junior Council is made up of boys and girls from each of South Portland's grammar schools. Both councils meet periodically with the Superintendent of Recreation and Parks to discuss the progress and procedure of the program.

The people of South Portland, young and old, the officials of schools and other city departments, the Council, the City Manager, the members of the Recreation and Park Commission are all solidly behind the recreation program. The first eight months showed a good beginning. The second year bids fair to be even bigger and even better.

What Americans Were Reading in 1944

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again librarians emphasize the demand for information on prospects for small, independent businesses.

Publishers have done a good job of meeting public demand for books on the postwar period, librarians feel. Asked for the title of one outstanding book of general interest, they voted three to one for Sumner Welles' *Time for Decision*. Runners-up were *When Johnny Comes Marching Home* by Dixon Wecter and *The Veteran Comes Back* by W. W. Waller.

The veterans themselves are already showing some concern for their future. In Newark the library receives almost daily requests from servicemen and veterans for information on the G.I. Bill of Rights. Smaller cities and towns report that inquiries are only just beginning but that the present number of interested parents and wives indicates that very many demobilized servicemen will want to take advantage of government educational opportunities. One librarian comments that "Young people seem to be considering the future with unusual forethought." A high school student in Wisconsin inquired at the local library to discover whether it was to his advantage to enlist upon graduation or wait until he was drafted. Many men overseas are writing back to their public libraries for information about jobs. One soldier in Alaska is studying for his law degree. Another in New Guinea is preparing for a job as a railway station agent. They write from all theaters of war; they visit libraries in person and send their relatives; and while many are interested in working toward a college degree, most of them want to train for vocations, such as banking, blueprinting, frog raising, commercial fishing, surgery, and television.

Demobilization and Rehabilitation

Libraries report intensive planning for demobilization and rehabilitation. Library directors

pointed out that counseling on jobs and personal problems will not be handled by libraries but that related reading, which has already begun, will be encouraged by agencies responsible for counseling.

Many librarians are concerned about the lack of general awareness of the readjustment problems which veterans and their families must face. Club study groups, teachers, and clergymen are reading about the probable difficulties ahead, but, on the whole, families and individuals are not seeking help from books. Librarians believe this is partly due to the fact that books which have been published are heavy going for the average reader. They urge the publication of easily readable pamphlets and novels which deal realistically with the psychological problems of veterans.

Know Your Places to Play

(Continued from page 285)

the temptation to stop and have a look. For a week the crowds jammed the corner.

In the corner window of one of the big downtown department stores a backdrop of crayon drawings showed various park activities, bore the campaign legend and slogan, "Open House Week in all recreation centers under the direction of the Bureau of Parks and Public Recreation, February 18-24." Posters within easy reading distance of the sidewalk listed the play centers which served different sections of the city. Placards identified the group making the live picture. The directors in charge of the groups made frequent announcements about the activities available at the centers they represented. Sound equipment carried the singing, or music, or conversation that went on inside the window.

Strangely, the children taking part in the window programs were not at all self-conscious. Kindergarten in two-hour periods is an important phase of the Park Bureau's wartime programming in Portland. Some of these kindergarten groups with their teachers were transported to the window stage for their usual "school period" mornings and afternoons through the week. These little tots were totally unconscious of an audience. New toys, borrowed from the store's stocks, were gleefully embraced, and the usual kindergarten routine of singing, rhythms, and simple craft work held the audiences outside the windows as absorbed and entertained as the groups inside the windows seemed to be.

Even more entertaining were the features of



For Every Sport... Rawlings

ATHLETIC EQUIPMENT

MAKES THE GAME MORE FUN!

Top value, modern design, stylish, wear-resisting. An extra... **Rawlings masterful workmanship!**

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the Saturday revue. Two attractive youngsters demonstrated the "How to Swim" talk given by their instructor—supported by benches instead of water. Other demonstrations in explanation of talks by the directors in charge were on "The Art of Self Defense," "Physical Fitness," "Dancing," "Archery," "Games," "Arts and Crafts." A grand finale was given the day's and the week's window show in a presentation of the Park Bureau's caravan vaudeville, a pot-pourri of dancing, singing, acrobatics, baton twirling, and other stunts.

The store officials denied that the week's comings and goings of different groups of children and play directors was a "headache." That helped ease the group conscience of the Park Bureau staff! It is to be hoped the store employees and officials who gave gracious and frequent cooperation throughout the campaign week are somewhat repaid by a smug feeling of satisfaction shared by members of the Park Bureau and Junior Chamber of Commerce committees, that they have had part in a program that most certainly may come under the heading of a fine public service!

Let's Play Together

(Continued from page 296)

ment before and return it after the program
Obtain and set up a public address system
Provide a leader for the Songfest
Help with the scoring
Arrange for newspaper coverage
Get the Red Cross to set up a First Aid Tent
Provide general supervision
Furnish color team arm bands

Each participating community arranged its own color teams, eight teams of equal ability from the boys and from the girls in each grade. Each community contributed \$2.00 to buy ice cream which would be distributed "for free" to the boys and girls taking part in the activities. Each child would bring his own box lunch and drinks.

The Program

The day dawned clear and hot. By 10 A.M. all the children were on hand, seated in the bleachers, and wearing appropriate arm bands. The organization chairman had posted each of his assistants, had given final instructions, answered last minute questions. Promptly at 10 the program started and proceeded in order to its appointed end as follows:

Salute to the Flag; *The Star-Spangled Banner*; welcome and announcements

Rotating athletic contests and relays between color teams

Lunch

Play day Songfest

Softball—four games for boys and four games for girls

Announcement of scores for the whole play day

Swimming

The day went off without a hitch or an accident. It was a never-to-be-forgotten sight—500 boys and girls participating at different spots on the field, each group at a different activity. As each group finished an activity its members sat down upon the playfield waiting and eager to go on to the next activity. The waiting period was never over three minutes. On signal all groups rotated counter-clockwise fashion to a new experience in the day's recreation.

Looking Backward—and Forward

The children had a happy day. They are eager for a 1945 play day. Parents are still talking about the occasion. Directors were amazed to see the program really running itself—amazed that they had as much fun as the youngsters. There had been work, yes; organization, yes; planning, yes;

RECREATION



*"I'm playing tennis
every day and
beginning to feel swell"*

Where is the new Wilson tennis racket you'd like to have? Chances are it's right where this illustration suggests—helping some swell kid to get back on an even keel.

That is where most of the new Wilson rackets are going these days; to the great Athletic Program that is helping the boys who are still in Europe and

the South Pacific to keep fit and occupied. Also to rest camps, convalescent hospitals and rehabilitation centers.

So keep your present racket in good condition. Have it restrung with fine Wilson gut. Keep it in a press and in a cover. As materials and labor become available in quantity there will be plenty of fine new Wilson Tennis Rackets for all. Wilson Sporting Goods Co., Chicago, New York and other leading cities.

★ ★ ★

MEMBER: *The Athletic Institute, a non-profit organization dedicated to the advancement of national physical fitness.*

★ ★ ★

Let's all boost the "War Memorials That Live" campaign to commemorate our war heroes.

IT'S WILSON TODAY IN SPORTS EQUIPMENT

worry, yes, but "the proof of the pie is in the eating" and the Ridgewood Inter-community Play Day was a swell pie.

Choral Art: Democracy in Music

(Continued from page 288)

nity chorus. In the first place, it would have a lot of people participating. It would have some activity to offer everyone who was interested in singing, whatever the level of his development or the focus of his interest. It would offer that to all ages, races, and religions. It would be a dozen choruses within one. It would have a madrigal society, a popular-song "scat" group, a "Bach Society," a folk-song and ballad-singers' group, a sacred choir, a men's glee club, a women's chorus, a beginners' choir, a "professionals'" choir. It would have a lot of people—hundreds.

Discovery, Performance

In the second place, a community chorus would take upon itself the discovery and performance of music indigenous to its locale and its nation. It would explore the folk music of its area and see that much music was made available to other choruses and other communities. It would encourage local composing talent by performance of new works and by commissioning of worthy musicians. It would be very much concerned with America's musical heritage, and people would know about it.

In the third place there would be a lot of public performances, because that would be some measure of the contribution of the chorus to the community. It would appear with bands, orchestras, and dance groups. It would appear at rallies, benefits, community services, and its own regular concert series. It would exist to serve, not to inbreed.

Educational Program

In the fourth place, it would have a solid educational program for its members. It would have classes in the fundamentals of musicianship: sight reading, theory, history, and aesthetics. While choirs may be built of amateurs, there is no reason for them to be or remain ignorant amateurs. People have a right to know how.

Which leads into a rather homely fifth, and finally, to the effect that excellence of performance should mark the program of a community chorus. That sounds pretty obvious, and maybe I ought to cloud the issue a bit. What I mean is that the payoff in music is the performance, and God loves a winner (page the Parable of the Talents). Music is a hard master, and good music won't stand half-

way or phoney performance. Hundreds of people and dozens of appearances will fold up fast unless they deliver. That's the fifth. The final thing is that performances can be dull as well as bad. There is little excuse for the latter and none for the former. After the first year there is no excuse for either. The great sin in choral singing is to sing without spirit. Song is drama. Song is heart. And a community chorus should have a great heart.

—Reprinted by permission from *Music Publishers' Journal*, May-June 1945.

Meet You at the Rink!

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clean fun. Of course, even among the small fry, there were some beginners and others whose skating was not quite up to snuff. For them the last fifteen minutes of the physical education period was devoted to instruction. The youngsters were keen about this period because they could learn and practice without fear of being kidded by their more proficient friends.

Unfortunately \$3.00 a pair for enough skates to supply the demand isn't "small change." This problem was solved by charging a nominal fee (from two to five cents) for periods and parties. It didn't take long—even at that small sum in charges—to pay off the original bill, and as soon as that was taken care of the fees were discontinued.

A Community Program

This was all very fine as far as it went. But as the word of skating fun spread around, more and more young people were begging for skates to wear and a time and place to wear them. They were also begging for other forms of recreation; for dancing and table tennis and general play activities. So a citizen's committee of school patrons and teachers was formed. They raised money from the community for an eight week experimental program to be held one night a week.

Each Wednesday night from six to seven-thirty was given over to youngsters from grades one to six. When they left, Junior and Senior High Schoolers took over until ten. They skated and danced and played games, according to their several inclinations. The main trouble was—not enough skates. So a time limit was set on all skating, and each boy and girl had a chance to skate at least once each evening. So successful was the program that it was enlarged for the 1944-45 school term, and more skates will be purchased as soon as government regulations permit.

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Where Can a Girl Climb a Tree?

(Continued from page 284)

Would it not be well, on the edge of town, in some of your park areas, to leave, say two acres, and to plow it and plant it with daisies and buttercups and black-eyed Susans, and then put a board fence around it, a tight fence with knot-holes here and there, so that children looking through the holes would long to be inside. This fence should have no gate, but instead a hole near the bottom somewhere—a hole that looks as if someone had broken the boards—not too large and not too small a hole, but one just right—a hole that one could feel happy about crawling through without leaving a piece of garment behind. I can very well imagine that a child getting in and out of the hole without tearing his breeches and carrying home a handful of daisies would feel that he had had a successful day.

"Well," you say, "the children will tear the grass out by the roots and soon there won't be any field." To this, I say, "Oh yes there will, because next spring we will repeat the process of planting and preparation and go through it all over again." Surely you would not object to paying for this, for do you not pay the Fish and Game Commission to stock the streams and lakes with lovely trout just so that you can yank them out again—sometimes just a few days after stocking? Do you not demand that this be done year after year? You see, I am sure, what I mean. We arrange parks of beauty for a feast for our eyes and stock our streams with trout for the joy of catching them, but we completely overlook the possibility of leaving behind a few of the joys which to us are no longer important, but which to children are life indeed.

I had a very pleasant experience and a nice surprise a few days ago while out on an inspection tour with the officers and staff of the Palisades Interstate Park Commission. We were riding along one of the highways in the park that wound its way down the Palisades and presently we found ourselves almost on the level of the Hudson River. We were looking at a lovely piece of meadow, a nice prospect for the eye. The President of the Commission said that the Commission had recently acquired this meadow—some eighty acres of it, I think. I asked, "What are you going to do with it?" "Let it grow wild, just as it is," was his reply. "Thank goodness for that," I said. "It is a nice piece of meadow and I am glad to know that

you are going to allow it to remain and take care of it as it is, so that others may enjoy it."

On the opposite side of the meadow and running at right angles to the shore was a spit of land with deep water and the customary fishing shacks alongside. "It is too bad," said one of the group, "that we have to submit to those shacks. They are anything but pretty." "Not at all," said I, "they furnish atmosphere; just what one would expect to find at a spot like this. Besides, I know some people who travel all the way to Provincetown each year just to find and paint pictures of places like these." And so I was very happy to know that they did not intend to do anything about the meadow and could do nothing about the shacks.

Now I would have you understand that I do know the value of the parks which you have built and do recognize their formal beauty. I know we should have parks. There are many places in our cities where we might have more of them. Triangles at street intersections offer an opportunity for beautification and some benches where the weary may rest. Parks are essential. They beautify. They offer prospects for the eye, space for air, and a little green where all is bleak and grim and given over to utility and to business. So I say keep up your good work and build your parks, but build them in places of need and with discernment. And, above all, leave a place where a child can freely pick a daisy and a girl can climb a tree.

Neighborhoods of Tomorrow

(Continued from page 287)

exists in varying forms. In Dallas, Los Angeles, New York, Pittsburgh, in Radburn, New Jersey, and Greenbelt, Maryland, in Welwyn and Manchester, England, in Lima, Bogota and Buenos Aires it is a tested reality. But for San Jose the residential area that has a large, central recreation space, restricted traffic, shopping center, and other carefully planned features is still a dream that can be achieved—after the war. That is why it is for us, the 'Neighborhood of Tomorrow.'

"The future is now aborning. Local owners of tracts of land, large-scale builders, realty men and others are thinking of new developments. Blueprints are being prepared. An expanded community is in the making. The opportunity to create something new and better is at hand. Some day, too, there will be an opportunity to rebuild certain areas of the city in which from one-third to two-fifths of the dwellings are already badly run down.

What do people want and what do they not want in home surroundings? What do they worry about? What do they long for?

"San Joseans worry about the same things that people in other cities worry about: juvenile delinquency, children playing in the street, hit-run driving, lack of exercise, the increase in heart diseases, the decline in church attendance, the inconveniences of shopping, the drop in property values that the future may bring, and the noise of trucks on residential streets. They don't like neighborhoods that lack playgrounds, have inadequate shopping facilities, and are bisected by dangerous traffic arteries.

"They long for the same things that people everywhere long for: a safe, near-by place for the children to play, a swim on a hot day, opportunity to 'get together' often with friends, a pleasant view, quiet, protection against neighborhood deterioration, less wear and tear in their daily lives, a greater sense of freedom and security.

"A planned neighborhood isn't the answer to all of life's problems. But it can simplify daily living and contribute richly to the happiness of the entire family. Shopping becomes a matter of only a few minutes when all the supplies and services required for day-to-day living are available in one place. Spiritual needs are better served when the church is near-by. There is less juvenile delinquency where recreational facilities for children and young people are ample and easily accessible, and where qualified leaders are on hand to direct leisure-time activities. Family life goes more smoothly and fewer people have mental and physical ills where there are opportunities for adults to relax in pleasant surroundings after the day's work, to get some fun and exercise on the playfield, and to meet informally at the neighborhood clubhouse for dancing, singing, dramatics, or stimulating discussion."

One Man's Meat

(Continued from page 305)

else has gone out of the room leaving you to hide something.

You go out for a sociable evening and find that there is no conversation, repeated choosing of sides, many whisperings, and long silences while everybody thinks. You may as well face it: you can give up or give.

SEPTEMBER 1945

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Education's New Obligations

(Continued from page 286)

is to advise on policies, to encourage attendance, to promote special events. Volunteer workers from among the citizenry, housewives and teachers and college students and high school graduates, augment the professional staff.

Funds for the program are provided by Federal grant, by the county and the city, by the Community Chest, and by community organizations. The annual budget is \$21,120.

The spirits of Benjamin Symes and John Eaton must surely look benignly upon this continuation of their plan for the people of Elizabeth City County; upon the twentieth century use for a gift of 700 acres of ground. "The milk and increase of eight cows" has long since ceased "to maintain a learned and honest man" in operating a free school. But other learned and honest citizens—both men and women—are treading in the footsteps of that first teacher in the free school of Elizabeth City County, and the Symes-Eaton Academy continues to house the labors and the plans that make for fuller living for all the people.

Boys and Girls Together

(Continued from page 299)

The campfire period was one of the day's highlights. Another was swimming, especially the late afternoon period. The group was divided into waders, splashers, and swimmers. Given two weeks with any child going to the camp as a non-swimmer, the waterfront director and his counselor assistants made a fairly good swimmer of him. Careful instruction was given during the morning swim period, and in the general period there was supervision aimed at improving the lessons learned earlier in the day.

But swimming wasn't the only water sport. Boating and canoeing were allowed, with close supervision. Proper rowing and paddling and other details of the handling of boats and canoes were carefully taught. When the children left camp they had developed skills in water and other sports, handicrafts and arts, and in outdoor life in general.

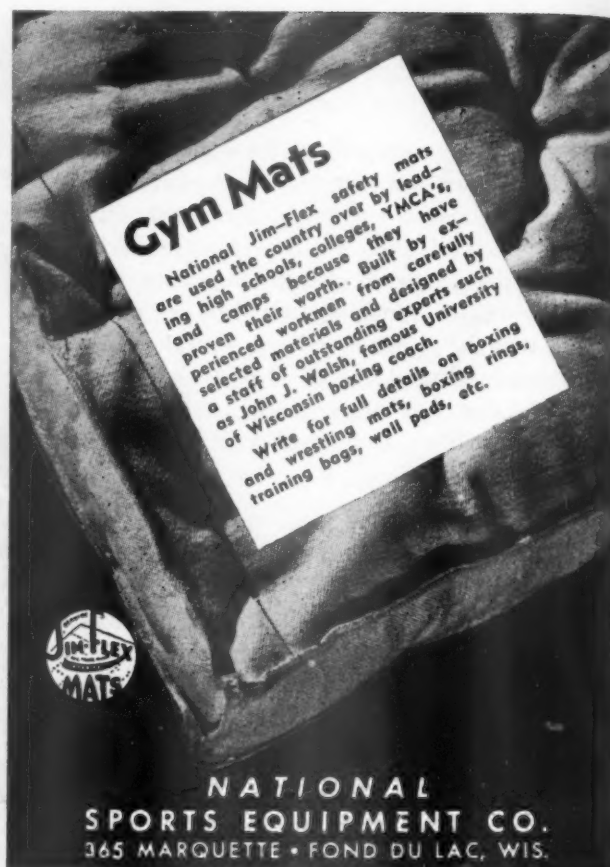
The Facilities

At St. Mary's the boys and girls live and work and play in a camp which is ideal. The site comprises twenty-three acres, with part of its lake frontage a sandy beach which is perfect for swimming. It is located on hilly, wooded land with its large main (administration) building, a brick structure, perched high on a hill overlooking the lake.

The main building is laid out on friendly, rambling lines. It has a large dining room and modern kitchen, a library supplied with the best of children's books from the W. K. Kellogg Foundation library, a large workroom where the arts and crafts are taught and practiced, rooms for counselors, and a wide veranda looking down on the lake.

On the hillsides surrounding the main building are eight attractive cabins, modern and well insulated, suitable for winter as well as summer use. The windows may be flung wide open so that the children may sleep practically out of doors. Each of the cabins is made up of three or four units, each unit accommodating seven children and a junior counselor. A senior counselor is in charge of each cabin as a whole.

This year the operation of the camp is somewhat in the nature of an experiment as a community venture in financing. We hope eventually to be able to turn the St. Mary's Lake Camp into a community project, entirely self-supporting, or supported in part by fees and in part by contributions from the community in one form or another.



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The extent of community cooperation and interest in the camp project thus far is shown in the directorship. The director of civic recreation for Battle Creek, has been given permission by the city commission to act as general director of St. Mary's Lake Camp. The camp association's board of directors and officers are a cross-section of the business and professional people of Calhoun County.

Winter Camping

Another development at the camp began in October 1944 when a school-year camping program was undertaken by the public schools of Calhoun County. About forty boys and girls of the fifth and sixth grades attended each two-week period. They learned science through field trips, mathematics through operating their own camp store and post office and figuring quantities of food for meals, reading and literature through story hours, and physical education through sports such as skiing, tobogganing and fishing. During the year the State Legislature passed a bill making it legal for the public schools to appropriate funds for the support of camping education. Plans for 1945 include the same program with the addition of more children per period and a trained staff.

The All American

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Way out ahead of any other outdoor games in America—so far as participation is concerned—baseball and softball are truly the All-American games for all America. Millions of Louisville Slugger Bats have gone and are still going to Uncle Sam's fighters, but one day soon they will again be available for use at home in unlimited quantities to meet everyone's need.



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Recreation for Older People

(Continued from page 290)

available, it should easily be possible to plan debates and lectures by, as well as for, the aged, smoke talks, "old-timers nights," cards, chess, checkers and like games, picnics, carnivals, barbecues, festivals, theater parties, cinematic showings, dramatic presentations. It should be possible to enlist commercial interests to provide occasional free talkies at the center or at theaters, and (after the war) free bus and boat trips, annual banquets and like events. Fraternal organizations could be solicited for occasional projects by special groups. There could well be made available kits for sewing bees for the ladies, and simple materials for men who care to whittle, practice gardening, engage in philately. There could be public forums, "round tables," essay contests, and similar appointments for the more intellectual. There might well be competitive teams formed along the various lines, and the incentive of prizes need not be overlooked. Surely the creation and

staffing of such centers might well constitute a part of postwar planning.

Needless to say, a program of public recreation for the aged will be worth while only if administered by sincere, efficient, understanding personnel. It could, it seems to us, prove immensely enlightening and constructive. . . . In any event, we are in favor of stimulating thinking and rethinking on this subject. This is not meant to be the last word, but merely a first.

Why Not Give an Art Exhibit

(Continued from page 316)

count on at least four guests for every exhibitor, and if your publicity work has been thorough, many outsiders. You may even sell some work and get commissions for others—we did. At any rate, the happiness you will have created, both for exhibitors and for audience, and the new field of recreation which you will have opened for many people will warm your hearts and give you courage to plan an exhibit again.

To Serve the Community Purpose

(Continued from page 315)

bined in a fireworks display of Mt. Etna in eruption, accompanied by the music of Gluck, Haydn, and Handel.

The earlier town centers and the English tavern and the pleasure garden had the special virtue of drawing people into close contact with each other, and often into participation in the entertainment provided.

In our contemporary world of specialized commercial entertainment and single purpose cultural activity it is this element of intimacy, participation, social interchange, and communal feeling that is particularly lacking.

And as each activity withdraws into a building of its own, isolating itself from others—which is largely what has happened—all sense of the interrelationships of the social and cultural life is lost and at no point, really, do all members of a community have the occasion or the inducement or the pleasure of coming together, except as they pass each other on the sidewalks of our Main Streets.

This need not happen. At the University of Wisconsin, for instance, it has not been allowed to happen. In the Memorial Union there have been brought together in one place dining rooms and meeting rooms, game facilities and social halls, library, art workrooms and galleries, theater and concert hall—all forming a great social-cultural heart out of which flow the currents which inform the life of the community with dignity and meaning. Here in the Union are forged a common will and common purpose.

The presence of the building structure by itself doesn't do these things. People need to be present—many people, trying it all out. In any day many thousands of people pass through the Union. They are not just marching through, as through a railway station or down State Street. Each day they sit at dining tables and hammer out their personal and group views and conclusions; meet in rooms to lay out courses of common action; listen to good music; read in the library; see the world we live in through motion pictures; feel the inspiration of common thought proceeding from a speaker or a play; design and build in the craft shops and stage shop, thus learning the satisfaction of personal creation; look into the mirror of past cultures and of our own on the art gallery walls; discover that prejudiced feelings about race and religion dissolve on a ski trip or around a game

table or in a committee that does things together; form appreciations and learn techniques of doing things that can be applied for a lifetime.

This is the way people can find new satisfactions in life. Wisconsin's Memorial Union has proved and is proving the values that come from a community center.

Substance of Things Hoped For

(Continued from page 298)

By this time several organizations in the community had become interested and were offering their services. The Grange, which is the largest and most active of these, offered to help finance the cabin provided they might use it as a Grange Hall. Their first contribution of \$200 went to pay for the chimney which was the most expensive single item.

Came the War

Unfortunately the war broke out before the cabin was completed. It lacked floor, wiring, water, and some inside partitions necessary to provide rest rooms and kitchen. The young teacher who had been its inspiration went to the army. Class members felt rudderless for a time and think they wasted most of their sophomore year so far as the project was concerned. But it had become too much a part of them to make it possible to give up what they had begun. They found their direction, developed their own leaders, and carried on.

The war made it difficult to get materials for wiring and plumbing. The community needed a home for its cannery. The cabin was offered. During last year and this, thousands of cans of vegetables and meats have been processed there, and the boys and girls have considered it not only a patriotic duty but a real privilege to make this contribution. Their recreation center could wait until the end of the war if there were other more important things to be done.

Now it seems as if this will not be necessary. The community plans to construct a building to house the canning equipment. This year's canning season will end in December, and the cabin will again be available for other uses. It is hoped that then the floor may be laid and the partitions erected. The wiring and water installed for the cannery will remain. The class which began the cabin as freshmen looks forward to holding its final class activities in the building.

Plans and Program

The constitution drawn up by the freshman class is the one under which the organization will



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operate. It provides for a board of directors with representatives of the Board of Education, the Auburn Grange, the high school faculty, the student body, the PTA, the Home Demonstration Club, and the community at large. This board is now conferring with the senior class on plans and programs. Responsibility, financial and otherwise, will be a cooperative concern for all groups represented. School classes and community organizations have continued to raise money for the recreation center even while canning was its only activity. In fact, a small amount of the proceeds from the canning itself has gone into the cabin fund. This will be used to purchase more cans which will be sold at a slight profit and continue to be a source of revenue.

The ladies of the community feed the fund from the proceeds from feeding organizations. They are good business people, these ladies of the community. At one dinner they cleared \$130.

Program is calling for more thought. Organizations will, of course, take care of their own programs. Like every community, however, the Auburn District has many people who do not belong to any organizations. These it is, for the most part, who constitute the more than 50 per cent not participating in any constructive recreation. It was dismay at their predicament that moved the freshman class to action. It seems likely that the same spirit will make possible a truly constructive program meeting the needs of all.

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The County Comes to an Institute

(Continued from page 294)

before radio station KTBC broadcast announcements about institute plans.

Details of Planning. Plans for the training sessions and the picnic were made with care for details. Necessary materials and equipment—including such things as registration cards and badges, a piano, a public address system, tables and chairs—were provided for, checked and rechecked. Three Austin business firms donated pencils and note pads for the “instituters.”

The Program

When the time for the institute finally came around—10 A. M. on Saturday, April 7—there were sixty-three people from twenty communities present. The program in which they participated follows:

- 9:30-10:30 A. M.—Registration. (A volunteer took charge of seeing that each person filled out a registration card. These were then handed to a person at another table who typed the names and organizations on a badge which was pinned on the registrant.)
- 10:30—Introduction of co-sponsors of the institute.
- 10:40—Social Recreation. (A period of an hour and a half devoted to games, both quiet and active, and dances which could be used for home, church, school, and club recreation hours.)
- 12:10—Community Singing.
- 12:20—Introductory discussion of club or organization and leadership.
- 12:35 to 2:00—Lunch at park—barbecue and coffee furnished by the Chamber of Commerce.
- 2:00-3:00—Panel discussion on club leadership with County Home Demonstration Agent, a home-making teacher from one of the county schools, and presidents of a Home Demonstration club, a P.T.A., a 4-H club, a youth center council, a Girl Scout troop, and a church young people's club. This was followed by a discussion by the leader of the panel (Recreation Department staff member) on techniques for organizing clubs, discovering leadership, and training club officers.
- 3:00-3:45—Social recreation period (folk dances and group singing).
- 3:45-5:00—Program planning for community nights and other special programs—Types of programs, organization and leadership, factors in planning.

Criticisms and Recommendations

At the end of the day's session, the group was asked to evaluate the plan of the institute and to offer constructive criticism for future occasions of the same kind. Some felt that rural people have too many obligations at home to devote an entire day to an institute. Others pointed out that they could not get through the business planned for a

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Saturday in town if they spent the whole day in meetings—no matter how valuable. Their alternative suggestion was simple and effective and answered all objections. The group wanted more training sessions, but they wanted them limited to the morning.

The group considered with favor a recommendation that they promote the idea of a county committee on recreation planning and training. Further discussions of this idea, they decided, would be held with the Rural Youth Counselor when she visited the various community organizations in the coming months.

Use Your Building Program to Build Friends

(Continued from page 314)

the neighbors excited about it while you are planning, it may be turned into one of enthusiasm and whole-hearted cooperation.

Are you planning to meet the demand for adult education? Are you planning for a program of vocational training? The war has emphasized the tremendous power of our industrial development

and has hinted at its future possibilities. The aftermath of war will see not a let-up but a continued application of industry in everyday life, increasing year by year. The complexities of the modern age will demand a more specialized system of training if we are to equip our youth properly.

Concretely, this may mean laboratories and shops for the "learning by doing" method in the fields of radio, television, electronics, carpentry, metal work, plastics, building construction; it may include studios, drafting rooms and shops for printing, for industrial design and for the practice of the other arts and crafts; it may call for workrooms for accountancy, secretarial training, public relations, business practice, banking. The reaction of the parents of the children and of the leaders of various civic organizations to this program will be extremely important to its success. It has been emphasized that this is a time for planning. Why not make it also a time for public education? If, step by step, you use your new building program as a "public relations" medium, if you explain its purpose and thus increase the number of its supporters, you will accomplish a double purpose. When you are permitted to build, your plans will be ready and your community will be receptive.

Have you seen this insignia?



Do you know what it means?

It stands for *Honorable Service to Our Country*, and is worn with pride by all men and women who have been honorably discharged from the armed services.

A Vermont Community Pioneers

(Continued from page 301)

Membership in the club is slightly more than 500. The use of the building by adults and young people passed the 50,000 mark last year. Participation by youngsters has increased and, in the adult group, both men and women are well represented. The adults favor active recreation. The program for young people includes both active and quiet programs. With ninety organizations for adults in the town, demands for all types of leisure-time activities are pretty well cared for. Music is, perhaps, the one form of recreation for adults that receives the least recognition on a community basis, though within the various organizations there are musical activities and our public schools carry a very good program in all branches of music.

During the summer of 1944 the number of participants in recreational activities at the summer playgrounds was 8,564. Attendance for the 1944 season at the swimming pool—adults and children was 8,681.

After-school playgrounds were set up last year and proved to be very popular. This program gave the rural children a share in activities which

they cannot have during the summer. The village in the northern part of the town is an exception, since it has a playground of its own as well as a skating rink.

In reviewing the past few years we do feel a glow of satisfaction over what has been accomplished. The confidence expressed by the public through their unanimous approval of the increased budget is especially gratifying. Our present budget for the Recreation Commission is \$9,000, a sum which is appropriated at the annual town meeting. The revenue derived through the club for 1944 was \$9,500. From the endowment fund \$4,484 was spent on building repairs and overhead. The endowment fund invested in government bonds is now \$22,470.

No undertaking is carried on without accompanying problems. Ours is no exception. Lack of sufficient leadership and labor on areas is problem number one. A second one is lack of desirable play areas. The space is available, but in most instances it is unattractive and not adaptable to all types of games. Being a country town where a great majority of the children have pleasant home surroundings in which to play, it is not reasonable to expect children to want to come to some less attractive spot for group play under direction. Our Commission is not indifferent to this situation, and our Park Commission is also interested, but having recently had a town planning committee set up under the leadership of experts, the Recreation Commission has waited for guidance by them. The lack of available labor has proved another deterrent. Doubtless, these two major problems will be solved at the close of the war. At present the two full-time and three part-time workers under the Recreation Commission are "holding the line."

That we have a year-round recreation program is largely due to the help and untiring interest taken by the National Recreation Association whose services have always been so willingly given. Another encouraging feature is the fact that Vermont has recognized the importance of supervised recreation and has a State Director who has made her first year one of outstanding merit.

"I think it is especially important in these days when so much attention is concentrated on purely mechanical progress that the education of our young people should be balanced by the appreciation of what the outdoor world means to us both in subsistence and the joys of living."—Franklin D. Roosevelt.

RECREATION

Magazines and Pamphlets

Recently Received Containing Articles of
Current Interest to the Recreation Worker

MAGAZINES

The Camping Magazine, June 1945

A Service Program for Older Campers, Margarite Hall

Archery in the Camp Program, Myrtle K. Miller
Canoe Storage Racks, W. Van B. Claussen

Beach and Pool, June 1945

Survival for Our Sailors, Robert H. Cowing
Don't Teach Youngsters to Swim Too Soon, Ethelda Bleibtrey

Physically Handicapped Enjoy Swimming Program, Jack Houlihan

PAMPHLETS

Girl Scouts All—Leaders' Guide for Working with the Handicapped

Girl Scouts, 155 East 44th Street, New York 17, New York

Manual of Minimum Standards for Camps

Committee on Camp Standards, Camp Section,
Greater Boston Community Council, 261 Franklin Street, Boston, Massachusetts. \$1.00

Places for Playing in Cleveland

City Planning Commission, Cleveland, Ohio

Playground Manual

Department of Recreation, Reading, Pennsylvania

Public Playground Leaders' Handbook

Recreation Division, Kansas City, Missouri

Teen Fashions

(Continued from page 291)

open to any high school student. And although the operation of the center is under the direction of an executive secretary who is employed by the Department of Recreation, the Junior Council actually governs Teen Tavern.

A comprehensive program was planned to provide recreation of various types: ping-pong, a miniature bowling alley, a place for dancing, a snack bar and lounge, with facilities for reading, writing, a radio, and a victrola, quiet games.

It was in this atmosphere, through one of the interest groups promoted by the Center, that plans for the fashion show came into being. It happened this way:

In the early fall, the executive secretary, in planning her winter program, got a group interested in painting murals on the walls. On this project the art supervisor in the public schools worked closely with the group of youngsters. The



lad who led the group had shown an intense interest in art during his school years. While working on the murals one day, he remarked to the secretary of Teen Tavern that although he loved to paint, painting was not his real interest.

"What is your real interest, Harry?" she inquired, and Harry replied: "What I really like to do is to design clothes."

"Well," she said, "you can do that if you want, and we can put on a fashion show."

The seed was sown, and during the next few months Harry's attention and interest were focused on the designing and planning of the costumes that would be displayed in the fashion show. He had studied for six weeks of the previous summer at Franklin School of Professional Art in New York City, and he now spent his time applying all the fundamentals he had learned.

First, he selected models from the students who came for try-outs. Each costume was especially designed and created for the model selected. During the Christmas holidays Harry went to New York and spent a week selecting materials suitable for his subjects. Returning home, he cut the pat-

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terms for every dress, and gave instructions to the mothers for making them.

At last the costumes were finished, and the youthful models came eagerly to rehearse in their delectable-looking play clothes, date frocks, evening dresses, a striking negligee and pajamas. In order to achieve the maximum effect, it was decided to utilize three of the Center's interest groups—music, art, and the dance.

A local dancing teacher planned and instructed the students in appropriate dances for their costumes. The "Teen Tavern Tooters," an orchestra composed of members of the club, furnished music for the program. The stage was set.

The first evening, the fashion show was presented for invited guests, including parents of the models and other members of Teen Tavern. The members were admitted for twenty-five cents. The second evening, the show was open to the public and general admission charged at fifty cents. As the final curtain fell, applause and genuine enthusiasm were evident on all sides.

Planning vs. Postwar Planning

(Continued from page 306)

needs are filled. We are headed in the direction of some kind of enforced "spending moratorium" unless restraint is shown by taxing bodies in the period following the war. Too frequently municipal bodies have spent money in times of prosperity and restricted spending in times of financial depression. It would seem that municipal bodies might help achieve greater economic stability if they would restrict large capital investments and appro-

priations for improvement as far as possible during boom periods, and release tax funds at those times when civilian demands are low.

- (4) In line with the foregoing proposal, legislation should be enacted permitting all municipalities to create sinking funds during prosperous periods, which could then be released during lean years. The legislation should provide that these sinking funds could be used only for the purposes for which they are established. The tax dollar would have more value, or at least the municipality would not go into the market in competition with civilian demands as now is the case. Costly special assessment proceedings would be reduced to a minimum. Tax anticipation warrants would be eliminated and bond issues would be reduced in number and total amounts.
- (5) In planning for the future, no taxing body should forget that the American taxpayer will be loaded down with the heaviest federal tax burden ever carried by our people. Postwar plans should be in the direction of relief rather than increase of this burden—every improvement must be justifiable which definitely excludes the "make work" type of project or the "it would be nice to have" public improvement. Our planners should be thinking of ways to eliminate overlapping tax bodies and how to coordinate duplicating services and facilities within our American communities. Any critical analysis of community organization will reveal many ways in which cooperation of taxing bodies would result in greater economy and efficiency in the administration of essential community services.
- (6) After our military objectives are accomplished and it is no longer considered unpatriotic to complain about government costs, the taxpayer will attempt to find ways and means of reducing taxation. Obviously, little can be done about our federal funded debt, but state, county and local municipal expenditures will be closely scrutinized. All postwar plans should be designed to withstand the minutest examination in costs of construction and maintenance.

The exciting decade confronting the American people is a challenge to our ingenuity, industry, resourcefulness, and vision. And the greatest of these will be vision for it is written in the good book that "without vision a people perish."

"A real recreation program in a community gives zest and interest to the daily lives of people, builds strong physical fiber and character in its youngsters, provides wholesome outlets for the spare time of workers. It makes a better town for citizens of today to live in and citizens of tomorrow to grow up in, a friendlier town for newcomers. Recreation is one of the very real forces creating a town that people like to call home."—From *Community Recreation Comes of Age*.

Society of Recreation Workers of America

GEORGIA HAS JOINED the ranks of states forming recreation associations which have affiliated as State Units with the Society of Recreation Workers of America. The Georgia Recreation Association was set up in April 1945, at a meeting in Athens, Georgia. Officers elected at that time are: President, Mr. Carl Hager, of Brunswick, Georgia; Vice-President, Miss Gertrude Bouchard, of Columbus, Georgia; Secretary and Treasurer, Mr. Oka T. Hester. Membership in this association is approximately thirty people, who have set up for themselves a broad program for 1945. Committees have been appointed and chairmen selected for various activities throughout the state.

Of interest to the members of the Society of Recreation Workers of America also is the notice sent out in July requesting suggestions for the 1945-6 slate of officers. To be elected for the coming year are the following: president, two vice-presidents, secretary, treasurer, and five members-at-large of the Administrative Council. "The nominating committee," according to the statement, "will appreciate the full support of our membership in presenting for final approval candidates who will have the following special qualifications:

1. Loyalty to the organization, its ideals and aims.
2. Proved leadership in the professional recreation field.
3. Ability to use tact, good judgment and diplomacy when needed.
4. Ability to assume responsibility, to cooperate, to take and give constructive criticism, and to compromise when necessary.
5. Ability to devote time to the job.

All communications should be addressed to Mr. William Leonard, Director of Parks and Recreation, City Hall, Schenectady, New York.

Community Swing

(Continued from page 312)

made to interest people in such activities. At present, good square dance records are few and difficult to obtain; when more are available, an even greater impetus in the folk dancing movement can be expected.

SEPTEMBER 1945

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Paddle Tennis Tournament

THE U. S. PADDLE TENNIS ASSOCIATION announces that the National Paddle Tennis Tournament for 1945, open championships for men and women, will be held under the auspices of the Paddle Tennis Association in cooperation with the Parkchester Recreation Department, September 8 and 9. Finals will be held September 16. All entries must be in by Monday, September 3.

Address all communications to Parkchester Recreation Department, 67 Metropolitan Oval, Bronx 62, New York; or U. S. Paddle Tennis Association, Madison Square Boys' Club, 301 East 29th Street, New York 16, New York.

Sgt. Murray Geller, indoor champion in 1943, who is now in the Philippines has written to the Paddle Tennis Association telling of the enthusiasm with which the game is greeted in the Pacific area.

New Publications in the Leisure Time Field

So You Are a School Board Member

Illinois Association of School Boards, First National Bank Building, Springfield, Illinois. \$.25.

WHAT EXACTLY are the powers of a school board? What are the duties and responsibilities of its members? What printed materials are available for members, conscientious but too often uninformed about the fundamentals of the jobs? This booklet undertakes to answer such questions as these and to point out ways in which school boards can give the most intelligent service to their communities. Though written primarily for citizens of Illinois the pamphlet's suggestions should have a wide appeal.

A Report of a Study on Recreation of Absecon Island

Citizens' Recreation Committee of Absecon Island, Atlantic City, N. J. \$1.00.

THIS IS A REPORT of a survey made by the National Recreation Association of the recreational needs of Atlantic City, Ventnor, Margate, Brigantine, and Longport with recommendation for the gradual development of a recreation system over a fifteen-year period. The suggested recommendations are designed to serve the permanent population of the area, as well as the large and fluctuating transient population.

Combination Basketball Chart and Score Book

The Hillyard Company, St. Joseph, Missouri. Free.

THE HILLYARD COMPANY offers for free distribution a convenient booklet for recording basketball games together with a tournament bracket form. In addition to forms for scoring games played other blanks are provided for entering scoring reports.

Corrective Physical Education

By Josephine Langworthy Rathbone, Ph.D. W. B. Saunders Company, Philadelphia. \$3.00.

THIS IS THE THIRD EDITION of a book dealing with the essential facts of human anatomy and physiology as they pertain to the subject of corrective exercise. Of special interest to recreation leaders is the chapter entitled "Physical Education in Rehabilitation" which discusses the value of recreation for handicapped young adults.

Gems of Thought

Damon Publishing Company, 2030 Mentor Avenue, Wichita 12, Kansas. \$.50.

A SELECTION OF INSPIRATIONAL quotations taken from the lives of philosophers and thinkers from the time of Plato to the present. The material is well arranged and attractively printed.

American Planning and Civic Annual

Harlean James, Editor. American Planning and Civic Association, Washington, D. C. \$3.00.

THIS TENTH EDITION of the Annual published by the American Planning and Civic Association is, for the most part, a compilation of the papers presented at the Citizens Conference on Planning held in St. Louis in June 1944. The addresses dealt with problems on the national, state, and local level and considered some of the factors that will loom large in postwar planning.

The Golden Song Book

Selected and arranged by Katharine Tyler Wessells. Simon and Schuster, New York. Cloth \$1.50. Paper over board \$1.00.

MANY SONGS AND SINGING GAMES that children have loved and sung and played for generations are here presented in attractive and useful form. Colorful illustrations by Gertrude Elliott add to the chance of the book, as directions for games add to its usefulness.

Judy at the Zoo

By Tom Maloney. U. S. Camera Publishing Corporation, New York. \$1.00.

JERRY COOKE HAS PROVIDED the photographic illustrations of a very young lady on a tour of the Bronx Children's Zoo. Both text and pictures should prove good fun for youngsters in the six to ten age groups.

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